

**AN EFFORT TO INCREASE STUDENT INTEREST IN LEARNING  
ENGLISH USING SHORT FILM AS INSTRUCTIONAL MEDIA**

**UNDERGRADUATE THESIS**

**BY**

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## ABSTRACT

Yudoro. 2018., **An Effort To Increase The Interest of English Learning Using Short Film As Instructional Media For The 8th Graders In SMP Negeri 7 Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Yulia Hapsari

Keywords: interest, short film, ARCS, English learning

Interest plays an important role in learning process. Without interest, the students cannot master the lessons given by teacher. A student who have great interest will focus on the material being studied. Film is a medium of entertainment which could be used as a good tool and good solution to cultivate student's interest in learning. Syahrudin (2010) cited from Sujana & Rivai (1991) suggested about the use of films in teaching and learning is very useful or beneficial, especially to develop the minds and opinions of the students, increase the memory of the lesson, develop the power of fantasy, foster the interest and motivation to learn. Researcher wants to conduct classroom action research with the aim of creating innovation and new breakthrough as an effort to increase the students' interest in English learning. This research was conducted using the short film as an audio visual learning media. In this research, data collection was done through the use of several instruments, namely questionnaire filling (ARCS questionnaire), observation sheets, field notes, and interview sheets.

The results of the quantitative data obtained from the ARCS (Attention, Relevance, Confidence, Satisfaction) questionnaire showed that the Attention category has significant number of 0.45. In the Relevance category, the significant number was 0.67. In the Confidence category, the significant number was 0.50. In the Satisfaction category, it has shown a number of 0.68. This result was obtained from the calculation using the Cronbach Alpha formula, by using the average coefficient that is equal to 0,5 (Juliandi, 2008). Further the qualitative data obtained from observation sheet revealed in the category of questioning, answering, and doing the tasks, the total number of students participating in the first meeting was 11 people, 30 people at the second meeting, the third meeting was 19 people, and at the fourth meeting was 35 people. The calculation of the amount of number obtained from observation is based on the criteria of success 20 from 34 students. Regarding the results obtained from field notes and interviews it is also shown that the activity of the students were in accordance with the desired goals.

It can be concluded that the interest level of student learning is quite high. Second, students' interest was also improved. It can be seen from almost all of the students had been able to show enthusiasm and best performance in learning activities during the research. Thus, short film can be used as an effective learning media in helping students to absorb the learning material that presented in the classroom. For the English teachers, it is recommended to use short film to enhance the students' interest in learning English. For further researcher, it is recommended to make a better planning in the lesson plan. Researcher also suggested to create a kind of variation and better techniques in conducting research to increase student interest.

## ABSTRACT

Yudoro. 2018., **Upaya Untuk Meningkatkan Minat Pembelajaran Bahasa Inggris Dengan Menggunakan Film Pendek Sebagai Media Pembelajaran Bagi Siswa Kelas 8 Di SMP Negeri 7 Malang**. Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Yulia Hapsari

Keywords: minat, film, ARCS, observasi

Minat memainkan peran penting dalam proses pembelajaran. Tanpa minat, siswa tidak dapat menguasai pelajaran yang diberikan oleh guru. Seorang siswa yang sangat tertarik akan fokus pada materi yang sedang dipelajari. Film adalah media hiburan yang dapat digunakan sebagai alat dan solusi yang baik untuk menumbuhkan minat belajar siswa. Syahrudin (2010) mengemukakan pernyataan dari Sujana & Rivai (1991) yang menyarankan tentang penggunaan film dalam pendidikan dan pengajaran di kelas adalah sangat berguna atau bermanfaat, terutama untuk mengembangkan pikiran dan pendapat siswa, meningkatkan memori pembelajaran, mengembangkan kekuatan fantasi siswa, menumbuhkan minat dan motivasi dalam mempelajarinya. Peneliti ingin melakukan penelitian tindakan kelas dengan tujuan untuk menciptakan inovasi dan terobosan baru dalam upaya untuk meningkatkan minat siswa dalam belajar bahasa Inggris. Penelitian ini dilakukan dengan menggunakan film pendek sebagai media pembelajaran audio visual. Dalam penelitian ini, pengumpulan data dilakukan dengan menggunakan beberapa instrumen, yaitu pengisian kuesioner (angket ARCS), lembar observasi, catatan lapangan, dan lembar wawancara.

Hasil dari data kuantitatif yang diperoleh dari kuesioner ARCS (Attention, Relevance, Confidence, Satisfaction) menunjukkan bahwa kategori Attention memiliki angka signifikan sebesar 0,45. Dalam kategori Relevansi, angka signifikan adalah 0,67. Dalam kategori Kepercayaan Diri, angka signifikan adalah 0,50. Dalam kategori Kepuasan, telah menunjukkan angka 0,68. Hasil ini diperoleh dari perhitungan dengan menggunakan rumus Cronbach Alpha yang menggunakan koefisien rata-rata yaitu sebesar 0,5 (Juliandi, 2008). Selanjutnya data kualitatif yang diperoleh dari lembar observasi yang terdiri dari kategori pertanyaan, menjawab, dan mengerjakan tugas. Jumlah siswa yang berpartisipasi pada pertemuan pertama adalah 11 orang, pertemuan kedua adalah 30 orang, pertemuan ketiga adalah 19 orang, dan pada pertemuan keempat adalah 35 orang. Perhitungan jumlah angka yang diperoleh dari observasi didasarkan pada standar kriteria keberhasilan sebesar minimal 20 dari 34 siswa. Hasil yang didapat dari catatan lapangan dan wawancara juga menunjukkan bahwa aktivitas para siswa adalah sesuai dengan tujuan yang diinginkan

Dengan demikian, dapat disimpulkan bahwa tingkat minat belajar siswa cukup tinggi. Kedua, minat siswa juga meningkat. Namun, masih ada beberapa siswa yang belum aktif di kelas karena berbagai alasan. Namun demikian, semua siswa telah mampu menunjukkan antusiasme dan kinerja terbaik dalam kegiatan pembelajaran selama penelitian.

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## CHAPTER I

### INTRODUCTION

This chapter contains interrelatedness of introduction, which are background of study and definition of keyterms. The background of study are based on the researcher's wishes as early in the research. The definition of keyterms are based on the statement of experts in a particular field.

#### 1.1 Background of the Study

English as the communication media which is indispensable for the world community to interact. In the modern era in which information of technology keeps developing, every nation is required to be able to compete with other nations in various fields. The mastery of science and technology has become a necessity, because it is the key to determine the ability of a nation to win the competition. In the mastery of science, English is placed at highly important and strategic place as. It is known that the English language has been recognized as an international language which is used as a transmitter of information medium to various activities in the field of sports, business, academic, science, technology, advertising, and diplomatic.

English is the main foreign language which people are required to learn it in order to be able to keep up with the development in the modern era. One of the measures taken is by developing English language educational programs, both at school and in various other educational training activities . In Indonesia, English has been incorporated into the curriculum of education that starts from primary school up to college level. Undeniably, the various aspects of technology, education and

information world today is inseparable from communication role that embodied in English language. Therefore, the public, especially students must have a mastery of English.

Discussing about the mastery of English cannot be apart from the interests that emerged in personal self-learner. Interest is a desire and a sense exist in every person when they want to explore or do something. Interest of learning in the classroom is very necessary because for students who do not have an interest, they will tend to experience difficulties when learning takes place. Interests can be interpreted as tendency to be attracted or compelled to pay attention to someone for something or activities in certain fields (Loekmono, 1994). Interest is the tendency and the excitement of a high or a great desire for something (Syah, 2010, p.133). According to Reber (1988), interests associated with concentration of attention, curiosity, motivation, and needs. Interest is plays an important role in the learning process. Without interest itself, the students cannot master the lessons given by teacher. A student who took a great interest will be focused on the material being studied. Focusing intensively on material that allowed the student to study harder, ultimately can reach the achievement (Syah, 2010, p.134).

Therefore, students learning process will run properly if there is seriousness in themselves where students are not forced and overburdened in learning activities. According to Kartono (1995), interest in the moments of mental tendencies is directed intensively toward an object that is considered most effective in which the elements of affective (feelings, emotions) is strong. The learning process will run smoothly when it is accompanied by interests. Therefore, teachers need to raise up student's interest to the lessons given so it can be easily understood by students

(Hasnawiyah, 1994). Syahrudin (2010) mentioned the statements from Sujana & Rivai (1991) that suggested about the use of films in education and teaching in the classroom is very useful or beneficial, especially to develop the minds and opinions of the students, increase the memory of the lesson, students develop the power of fantasy, foster the interest and motivation to learn.

Lack of student interest in following the English learning activities in class is a common problem faced by teachers in making an effort to deliver knowledge, make students able to understand and master the material in these subjects. Based on observations made at 8th class in SMP Negeri 7 Malang, researchers obtained information about the students' interest in learning English in class that is still relatively lacking. Based on interviews with the teachers, there are nine classes that consist of two parts, namely two excellent classes and seven regular classes. In terms of academic, the students' interest and enthusiasm in learning English on the regular classes are still relatively low when compared to the excellent classes. The observation starts from the beginning to the end of the learning activities that took place, where there were students who were less active and enthusiastic in following it. At the time of learning activities, even it was well noticed that there was a class which the activities took place without using audio-visual media. Besides, it was clearly noticed that the preparation is less in terms of supporting materials, moreover the student response rate was not good so that there were some students who did not understand the contents of the material taught.

From the above problems, it is assumed that one of the factors that might cause the problem is the lack of students' interest of the use media in learning. The media is a necessary tool in learning both visual media or audio-visual media. One

way to make the class is more interesting is the use of teaching aids or a media when the teacher is teaching, as it can increase the students enthusiasm towards learning.

In this case, the media is needed an effort to increase student interest and also to assist them in the process of teaching and learning activities. When associated with the term of "learning", media is anything that can be used to deliver a message from the sender to the receiver, so that it can stimulate the mind, feelings, concerns, and interests of students that leads toward to the learning process. According to Sanjaya (2012) based on the records from Rossi and Briedle (1996), he argued that the media is the whole of learning tools and materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines, and so on. Rossi (1996) says that the tools that used and programmed for education, it can be said as a learning media.

Film is a medium of entertainment which could be used as a good tool and good solution to cultivate student's interest in learning English. Hasanah & Nolahakim (2015, vol. 1, p. 92) mentioned the statement from Raimukti (2013) about film is used to fulfill a common need of communicating an idea, message or reality. Hasanah & Nolahakim (2015, vol. 1, p. 92) mentioned the statement from Sobandi (2008) namely the use of film is the media in learning that provide a new and pleasant atmosphere for students. When students concentrate on the film being shown, students can be easily grasp what was going on in the movie, so they will be easier to understand the material that will be given by teachers. Film is the replacement for the natural surroundings and even can show objects that normally cannot be seen. Film and video can accurately describe a process that can be

watched over and over again if necessary. In addition to encouraging and improving motivation, films can also be used to increase students' interest in learning.

Based on the problems that arise and as what has been known through direct observation and interviews, researcher wants to conduct classroom action research, with the aim to create innovation and new breakthrough in an effort to increase the students' interest in English learning. This research will be conducted by using the short film as an audio visual learning media, in accordance with the title of **"An Effort to Increase The Interest in Learning English Using Short Film As Instructional Media For The 8th Graders SMP Negeri 7 Malang"**

This research is focused on a class VIII H in SMP Negeri 7 Malang academic year 2016/2017, concentrating on the use of short film as a medium that will be used as a way to increase the students' interest in learning. Because it has been known that the class, the level of students' interest is still low. Thus the researchers wanted to try to overcome these problems. The total of the students is 34 people, consisting of 16 males and 18 female. Researcher takes this way because it is easy to apply and be accepted by the students. in addition, this activity is conducted in accordance with the curriculum 2013.

## **1.2 Problem of Study**

Based on the background described above, the researcher formulates the problem in this study as follows:

1. How the use of short films can increase student's interest in English learning?

### 1.3 The Objective of Study

Based on the formulation of the problem above, the purpose of this research are:

1. To elaborate the use of short films to increase the students' interest in learning English

### 1.4 The Significance of Research

This research is expected to provide useful benefits for English teacher, students and next researchers

1. For teachers, the results of this study are expected to provide valuable input for teachers, especially in classroom management, the implementation of learning and ways to boost confidence, skills, activity and interest students in learning.
2. For students, by using a short film, students are expected to actively excited in learning English and be able to solve the problem that a lot of the learning happens in the classroom and student learning outcomes also increased.
3. For the next researcher, this research expected to be used as research material relating to the subsequent efforts to increase student interest in a school or institution

### 1.5 Definition of Keyterms

To clarify the key terms used in this research, there are several definitions that will be put forward to ensure that this research is obvious to the reader, which will be mentioned as follows:



1. **Interest:** is persistent tendency to pay attention and reminisce some of activity. Someone who is interested in the activity, will follow the activity consistently with a sense of fun (Djamarah, 2008: p.132). In other words, interest is more like a taste and sense of belonging to something or activity, without being forced.
2. **Film:** Film is a media that can be utilized for delivery of subject matter. (Handayani, 2006, Vol. 11, p. 7). Sharjeel & Dadaboy (2013, Vol. 23, p. 43) mentioned the opinion from Burns (2003) that stated in his research that through the film, students may be aware that watching movies in the classroom is as part of their learning. Secondly, it can be assumed that the student will probably understand the movie's theme and be able to understand the social value displayed in it. It also includes that films may be an effective tool for use in learning social values so that students can develop an interest in them.
3. **Instructional Media:** Is a component in an environment learners that supports student to learn (Gagne, 1970, p. 2). Media is a tool that is use to send messages to the students and rouse them to learn (Briggs, 1970, p. 2). Instructional media is a tool that includes all the materials and substantial resources that is used to implement the instruction and facilitate students in learning based on instructional objectives. This may include materials such as chalkboards, display boards, slides, and videotape or film. By using film as an instructional media, researcher will use it to apply the way of how to increase student's interest in English learning.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contains the basic theory related to this research. This includes knowledge of interest, learning model and instructional media. In this section consists of various terms related to interest. Also accompanied by step of using ARCS model along with film as media of learning.

#### 2.1 Interest

Interest is important factor in student learning activities. When teachers need to use any other means to make students feel good and happy to an object, situation or when providing knowledge and certain ideas, it is deal with how to make students are interested and loved it. A learning activities conducted where appropriate with the student's interests, will allow the existence of positive effects on student learning outcomes. In the world of education in schools, interest plays an important role in learning, because the interest is a strength of a desire that causes a person to focus on an object, image, visual, etc. Accordingly, interest is an element that drives the desire for someone, so that the person can concentrate on a particular object or activity, in this case the object or activity refers to learning activities. With the effort to foster interest and stimulus-related learning activities in the classroom, the students will get the inner satisfaction of the activity.

Some experts have expressed many definition about interest. Siagian (2012, p. 126) describe of interest according Slameto (2010, p. 180), as a sense of love and a sense of

interest in an activity without being told. Eidswick (2009) mentioned the three statements, interests has a strong influence on learning, with displays on perseverance, involvement and positive influence on tasks that they loved (Ainley, Hidi & Berndorff, 2002; Hidi, 1990, 2000; Renninger, 1998; 2000). Interest affecting the implementation of the strategy and choice of learning, direction and duration of attention (Hidi, 1990; Scraw & Lehman, 2001; Wade, et. al, 1999). Someone who is interested will trigger his memory level becomes higher (Hidi, 1990). Harakiewicz & Hullemann (2010, vol. 4, p. 42) mentioned the statement from Dewey (1913, p. 17) that described interest as: "being engaged, engrossed, or entirely taken up with an activity, object, or topic". Interests also interpreted as a person's consciousness on an object, a person, a problem or a situation that has bearing with himself, done consciously and followed with pleasure. Nofiyani (2013, p. 14) mentioned the opinion from Witherington (1986), that interest is a call to be conscious, if not so then the interest is not has no value at all. Awareness of an object is followed by increasing attention. The opinion is supported by Setiadi (1987) mentioned by Nofiyani (2013, p. 14) which states that interest is human psychic activity that causes individuals to pay attention to an object that will be followed by tendency to approach the object with feelings of pleasure.

Nofiyani (2013, p. 15) mentioned a quote from Killis (1986), that interest is seen as the driving force that causes a person give attention to people, things and certain activities. Interest is basically the acceptance of a the relations between itself with something outside it; when that relationship is getting stronger or getting closer, then the interest will be greater. Interest is psychological statement that can be observed directly, either dynamic or

manifestations in action or behavior. Suffa (2015, p. 14) mentioned the opinions from Tanunihardjo & Santoso (1988), that the interest is shown by the actions that someone will be trying to obtain complete information, trying to pay attention and adapt to existing conditions. From the various opinions, it can be concluded that the interest is a psychological aspect which plays a very dominant in causing curiosity, a sense of interest in an object as based on feelings of love towards something, causing attention to focus on the object, at once became strong driver to relate more closely, fairly active and intense, spontaneous and selective in learning.

## **2.2 Basic Theories of Interest**

In the interest, there are two components namely individual interest and situation interest. There are propulsive force includes encouragement and willingness that arise from within oneself which led to do something related to their interests and concentration of consciousness on an object. Interest will arise and increase after a person gets information about an object, therefore, the object in general certainly revolve around the things that have been identified previously. Harakiewicz & Hulleman (2010, p. 42) mentioned the statements from Dewey (1913) that described interest as: “being engaged, engrossed, or entirely taken up with an activity, object, or topic”. Harakiewicz & Hulleman (2010, p. 42) mentioned the statements from Hidi & Baird (1988) and Renninger (2000) about theories of interest that have been divided into two components: individual interest and situational interest. Individual interest can be interpreted as an individual orientation that refer to an object, activity, or knowledge. Basically, this means a person who are interested to learn

about specific topic for its own sake (Schiefele, 1991, p. 302). Hong Huang Yao & Lin-Sieger (2011, p. 3) stated individual interest is an attraction that brings students into the learning environment. Some students who come to a science classroom already interested in the subject matter. Ainley, Heidi, Berndoff (2002, vol. 94, p. 545) mentioned the statements from Krapp (1992) and Renninger (1992, 2000) about individual interest has been described as inclination relatively to enter into certain objects and events to engage in certain activities. This behavior is associated with a psychological condition with positive influence and persistence that tends to result in increased learning. In education, the students do not only have the interests of individuals, but a network or system of individual interests and patterns are closely linked to the learning objectives in the classroom. A specific pattern of individual interest is how it affects student engagement with learning, it is essential to determine the needs related to the interests of individuals that can affect student learning (Ainley, Heidi, Berndoff, 2002, vol. 94, p. 545-546).

The situational interest as another component of interest, is posed by certain aspects of the environment, like a person's activities or themes of life, and structural features such as the way in which tasks are organized and presented (Ainley, Heidi, Berndoff, 2002, vol. 94, p. 545). Ainley, Heidi, Berndoff (2002, vol. 94, p. 546) quoted the statements from Hidi and Baird (1988), who argued that the psychological condition of interest can also be generated by specific environmental stimuli and is referred to as situational interest. Ainley, Heidi, Berndoff (2002, vol. 94, p. 546) quoted the statements from Hidi (1990) reveal about the factors that contribute to the situational interest, includes the formal structural features such as novelty, intensity, ambiguity, content of person's activities and the theme

of life. Researchers argue that the source of situational in a sense of interest will be very important for teachers to deal with students who do not have any pre-existing individual interest in learning activities at the classroom (Hidi, 1990; Hidi & Berndorff 1998; Mitchell, 1993). Clapper (2014, p. 6) quoted the opinion from Hidi (1990) stated about situational interest, "Situational interest is the attention and the reaction of the learner that is generated by the learning environment that may or may not last over time."

Clappers (2014, p. 6) quoted the opinion from Montessori (1949) and Renninger, Hidi, & Krapp (1992), situational interest arise in situations of learning environment; in particular, the conditions are created for students. This is a skill that needs to be owned by teacher as a facilitator in finding a way to create the necessary conditions. At this point, it is one of the biggest challenges faced by teachers as well as curriculum developers, namely recognizing and creating situational interest. Lin-Sieger (2011, p. 3) stated about situational interest,

"situational interest is acquired when individuals participate in the learning environment. For example, some learning environments are more motivating than others."

Deci & Ryan (1985, p. 45) stated about concept of interest that is often associated with the behavior of intrinsic motivation because people seem to adopt their behavior from the interest. In fact, in some theories of human motivation, it has been mentioned that a person is intrinsically motivated when they feel free to do what feels interesting. Ryan & Deci (2000, p. 56) stated about intrinsic motivation that is defined as the act from the an activity to achieve the satisfaction inherent and inseparable. When motivated, someone moved and acted to gain pleasure or challenge, not because of pressure or reward. Intrinsic motivation

is something that is pervasive and important. From birth onwards, human beings are active, inquisitive, curious, and funny, will show a readiness to learn, explore, and they do not need a push from outside to do so. This natural tendency of motivation is an important element in the development of cognitive, social, and physical as through acting in the interests inherent and growing in knowledge and skills. Aryani, Yudana & Natajaya, (2014, vol. 5, p. 6) revealed the statement of Karta (2010) that the interest is a source of motivation that drives a person, which is to do what it wants to do when free to choose.

### **2.3 Interest And Motivation**

Eidswick (2009) mentioned about people interested in an object of interest is also rooted in the experiences and prior knowledge, or there is a value that is embedded in an object of interest. Eidswick (2009) also quoted the opinion from Bandura (1986), the term between "Motivation" and "Interests" which reflects the difference between the two; the motif is part of push for action, and the interest, is an attraction with something.<sup>22</sup> Ryan & Deci (2000, p. 55) mentioned there are two types of motivation that are based on a different direction and goals that bring an action. The most fundamental difference is between intrinsic motivation, which leads to the attitude to do something about something interesting or enjoyable, and extrinsic motivation, which leads to doing something that refers to the separated results. Ryan & Deci (2000, p. 55) mentioned the opinion from Ryan & Stiller (1991) about intrinsic motivation that has emerged as important in learning and achievement that can be systematically catalyzed in the practice of the parents and teachers. Because of intrinsic motivation and creativity to produce high quality learning, it



is very important to know the strength of the resulting. Ryan & Deci (2000, p. 56) also mentioned, because the intrinsic motivation is in the the relationship between people and tasks, then intrinsic motivation is defined as an interest in a task, while others have been defined in terms of the satisfaction derived from one's involvement. Another common approach to the measurement of intrinsic motivation is the use of the report regarding the interest and enjoyment of an activity.

## 2.4 Keller ARCS Model

Model of ARCS (Attention, Relevance, Confidence, Satisfaction), developed by Keller (1987) as the answer to the question about how to design a learning model that can influence the motivation and learning outcomes (Dimiyati & Kriswanto 2009, p. 225). Dimiyati (2009, p. 225) also mentioned the statement from Fernandez (1999), that ARCS Model focuses on the necessary conditions to be maintained in keeping students' interest in the topics that presented. There are several models of significant learning that can help students in learning. Aryani, Yudana & Natajaya (2014, vol. 5, p.3) mentioned that one model of learning is ARCS, where the type of this model will be able to help students catch English lessons because ARCS is run by adjusting the interests and needs of students. Marshal and Wilson (2013, vol. 3, p. 22) revealed that ARCS Model developed by John Keller (1987) is based on thorough study of the literature motivation, and then honed through research and application. Margueratt (2007, p. 3) widely revealed that a study conducted by Keller (1987) produced four categories with the aim to ensure the entry of motivation. A concept grouping of the four main categories of motivation is Attention,



Relevance, Confidence and Satisfaction (Keller, 1987). Margueratt (2007, p. 3) mentioned about the statement of Gagné and Driscoll (1988) that provides the definition of the four terms of ARCS , namely; (1) Attention: generate and maintain interest and curiosity (2) Relevance: appreciate that the learning activities conducted have personal value or meaning. (3) Confidence: learners must believe that they can achieve the learning objectives and gain success. (4) Satisfaction: feelings that accompany the process of strengthening.

#### **2.4.1 Attention**

Margueratt (2007, p. 52) revealed a view from Gagne and Driscoll (1988) which states on three measures that can be used to improve the learners' attention. This is (1) performances or voice of the instructional materials is varied; (2) use concrete examples to each abstraction is presented; and (3) surprise students with new things and odd. Margueratt (2007, p. 52) mentioned the strategy as recommended by Keller (1983) to get the attention of learners and how to increase curiosity, by asking questions or making statements that create unusual perspective in the minds of students. Margueratt (2007, p. 53) revealed about another strategy as recommended by Keller is the use of materials that are familiar to students, because a person tend to be more willing to learn about things that are already familiar to them. Litman & Spielberger (2003, p. 75) mentioned about curiosity is broadly defined as the desire to acquire new knowledge and new sensory experience that motivate to explore (Berlyne, 1949, 1950, 1954, 1960; James, 1890; Loewenstein, 1994; McDougall, 1921; Spielberger & Starr, 1994). Litman & Spielberger (2003, p. 75) also

revealed about epistemic curiosity that defined by Berlyne (1960) as the "urge to know" which aroused by the conceptual puzzles and knowledge gaps. Mussel (2010, p. 506) mentioned the statement from Litman (2008) about epistemic curiosity is defined as " a desire to acquire the knowledge that motivate individuals to learn about new ideas, eliminating information gaps and solve intellectual problems". Farida (2016, vol.1, p. 40) explained if attention is an effort to focus on the concentration of the mind to an event in the process of teaching and learning in the classroom. During the learning takes place, the interest and attention of students must be generated and maintained. Teachers must pay attention to the various forms of strategies undertaken to arouse the attention of students during the learning takes place.

#### **2.4.2 Relevance**

Alhassan (2014, vol. 5, p. 160) mentioned the statement from Keller (2000), 'Relevance' means linking the learning process that ongoing with anything important to students, such as interests, hobbies, or future destinations. Margueratt (2007, p. 54) mentioned the statement from Gagne and Driscoll (1988) suggested to adopt strategies to ensure the relevance of learning, namely: (1) ensuring that the learning content related to the knowledge and experience of students in the past; (2) explain the value contained on the skills, knowledge, and attitudes learned; (3) take steps to convince students of the value of what can be taken from the material being studied for future activities. Farida (2016, vol.1, p. 40) states that the Relevance done by linking learning to the needs of the students, in which students will be encouraged to learn something when the material being studied

relevant to their lives and have a clear goal (Andari & Lusiana, 2015). To associate the contents of the learning needs of students, it is necessary to do several things: (a) foster familiarity and good habits, (b) presents the learning content that is goal-oriented, (c) use of appropriate strategies (Farida, 2016, vol.1, p. 40).

### **2.4.3 Confidence**

Based on the information from Norman & Hyland (2003, p. 6) about the statement from Bernstein (1994); McKinney (1960), “in the literature on the topic, confidence has been defined as a personality trait”. Huett (2006, p. 118) mentioned about view from Keller (1987) that defined confidence as an attempt to help students to believe that they will succeed and be able to control their success. Confidence is the interaction between the desire for success and fear of failure. A relatively stable properties over time, so if confidence is a trait, it means that for someone who lacks confidence will continue to feel less confident, and therefore no action can be performed to improve the confidence of learners. Ghbari (2016, p. 70) mentioned the statements from Huett (2006) about student performance in terms of confidence is enhanced with ARCS model of motivation. Margueratt (2007, p. 56) mentioned the statement from Gagne and Driscoll (1988) advise about the strategies used to encourage students' self-confidence, namely; (1) perform communication activities in accordance to the learning objectives are clear and definite; (2) sequence of learning is done successively, Similarly provision of learning tasks, so that each can be easily mastered; and (3) learners are allowed to take and increase control over the sequence of learning and success in achieving results. Farida (2016, vol.1, p. 40) states that a confident attitude will get the acquisition of learning outcomes, needs to be imparted

to the students to encourage them to strive maximally, in order to achieve optimal results. Farida (2016, vol.1, p. 40) mentioned the according to the Wina (2006), to foster self-confidence in students there are three ways: (a) presents preconditions learning, (b) provide opportunities for success, and (c) provides an opportunity to do private control.

#### **2.4.4 Satisfaction**

Margueratt (2007, p. 57) mentioned the statement from Gagne and Driscoll (1988) that said the achievement of student satisfaction is most easily achieved from a series of ARCS components. Dimyati & Kriswanto (2009, p. 221) revealed the statements from Gagne & Driscoll (1988: 70), satisfaction is associated with a sense of pride, satisfied with the results already achieved. Students who have successfully doing or reach the something will feel satisfied with the success. In learning theory, satisfaction is strengthening, where success and pride be a reinforcement for the student to reach the next success. Dimyati & Kriswanto (2009, p. 221) also mentioned about strengthening that can provide a sense of pride and satisfaction in students is important and necessary in learning activities. A person feels proud and satisfied because of what they work and produce, he was awarded both verbal and nonverbal from other people or the environment (Hilgard and Bower, 1975: 561). Mohamad, Embi & Nurdin (2016, vol. 4, p. 139) stated about satisfaction is achievement in learning. There are a few factors that may affect satisfaction as feedback. By using the feedback process overall, which contains about availability of repetition and learning experiences that can provide support to retain the confidence of students; attention, and relationships in learning activities.

## 2.5 Creating The Situational Interest Through Instructional Design

In an attempt to create a new change in the learning activities in the classroom, it requires instructional design as the locomotion of learning, so that conditions can be created. In this case, it is how to show a learning content that has effects that trigger situational interest and push how well students in maintaining their interest throughout the duration of learning activities take place (Orey, 2014, p. 76)

The design of learning strategy is by taking into interests of individual and situational factors when executed, this is done to help the students to get involved and focus on the content. Effects that trigger into the emergence of situational interest on students can be temporary if it is not maintained. Based on the results of a study that done by Linnenbrink-Garcia (2010) that found the positive affective reactions on students was appeared when the material being presented. It is important to check the situational interest in environmental education as investigation about what is instructional practices that can be designed to support the situational interest of students.

Interest has the potential to have a positive impact on the students. Carter & Elliot, (2000) mention that situational interest is driven by extrinsic factors. There are specific benefits of situational interest related to learning. First, the trigger situational interest, which is usually supported externally, will be able to encourage the development of the tendency to engage repeatedly in the following study. Second, the effort to maintain interest that arise include attention and persistence over time and can be maintained through the meaningfulness or personal involvement (Orey, 2014, p. 77).

## 2.6 Media Selection: Film As Instructional Media

In building the instructional design should be done by selecting the media. Ruis & Muhyidin (2009, p.2) revealed the statement from Briggs (1970) that mentioned if media is a supporting tool used to convey messages and stimulate students to learn. Orey (2014, p. 72) revealed a statement from Cohen (2010), namely;

“The media, and especially multimedia, can make a significant contribution to the curriculum by representing real objects and ideas about reality that may not otherwise possible”.

Isman (2011, Vol. 10, p. 140) mentioned about the main purpose of the media is to apply the communication and learning aspects. Anglin, Towers, and Levie (1996) concluded that effective use in designing instruction is an important aspect of an instructional design (Orey, 2014, p. 72). Isman (2011, Vol. 10, p. 140) mentioned if an instructional designer usually uses instructional media to improve learning activities.

Aini (2013, p. 197) stated about instructional media is defined as all materials that can be used by teachers in conducting teaching and learning activities and help students in achieving instructional goals. McKenzie (2005) mentioned that on his notes that while the media may not contain a message, but it remains a vital part of the learning experience (Orey, 2014, p. 72). Orey (2014, p. 72) mentioned about most of the content of a media is the message visually and historically can be in the form of photos, drawings, diagrams, maps, and movies. Omeng & Priscah (2016, p. 1) mentions the statement of Reiser and Dick (1996), the use of appropriate instructional media is one of the important principles in



creating effective instruction. One media that can be used to support learning is the film media (Harnata, Rasna, Wisudariani, 2014, p. 2)

Film offers a visual representation and abstract, where viewer might gain benefit from the use of film for a greater feeling of reality. The film media has the ability to create a fictitious reality as an alternative to reality (Harnata, Rasna, Wisudariani, 2014, p. 2). Audio visual media in various forms (slide, filmstrip, or films) can be easily used to display material in visual form (Champoux, 2007, p. 5). According to the opinion from Agustina & Artawan (2015, Vol. 3, p. 3) that stated if appropriate media is in accordance with the characteristics of the things that are in direct contact with students in everyday life. In this case, the question is by using the short film media. Through short films, students are expected to be hooked to foster interest in learning.

## 2.7 Previous Study

To avoid the imitation in conducting the research, the writer got two thesis that are similar with the field in student's interest. The research that had been conducted may differ in terms of objectives and means used by researchers. However, both studies are used as a reference as they used the same kind of research, namely class action research.

The first previous study was conducted by Sudaryanti (2014) from Universitas Islam Negeri Sunan Kalijaga entitled "*Upaya Meningkatkan Minat Belajar Matematika Dengan Menggunakan Media Sederhana Untuk Siswa Kampung Ngawen Gunungkidul Yogyakarta Tahun Pelajaran 2013/2014*". The research was held in MI YAPPI Batusari



Kampung Ngawen Gunungkidul Yogyakarta. Subjects in this study were students of class IV MI YAPPI Batusari, Kampung, Ngawen, Gunung Kidul, Yogyakarta consisting of 8 students. While the object of this research is the whole process and learning outcomes of mathematics by using a simple media. The purpose of holding these studies is expected by simple learning media, students are expected to be interested and pleased to follow the learning of mathematics. The formulation of the problem filed in the this study are: (1) How is student interest in mathematics? (2) How do teachers use a simple media to increase student interest in mathematics? (3) How do the results of the application of simple media to increase student interest in mathematics. The research was conducted using class action research method. Data collection techniques used were observation, interviews, documentation methods, and questionnaires. In analyzing the data, is to use triangulation techniques to test the validity of the data used. Triangulation technique is carried out by using the theory of Moeloeng (2009), which is a technique that utilizes the data validity checking something else from book entitled "*Metodologi Penelitian Kualitatif*".

The Similarities of this research and the previous research are the method which is used class action research method and the purpose of research namely an effort to increase student's interest in learning. The differences of both researches are the participants, media that used, techniques to test the validity and class action research design. The previous study used Kemmis & Taggart action research design, while this study will use Kurt Lewin.

The second previous study was conducted by Purwanto (2014) from Universitas Islam Negeri Sunan Kalijaga Yogyakarta entitled *“Upaya Peningkatan Minat Belajar Siswa Melalui Media Visual Pada Pembelajaran Fiqih Kelas VII Di Mts Wahid Hasyim Yogyakarta”*. This research is a class action research, which is done by conducting observations, in-depth interviews, questionnaires and documentation. In this study, conducted for three (3) cycles, each cycle is done one session. In research, there are several aspects of the measurement of student interest in learning, which is measured by how much pleasure, curiosity (in regard to both the explanation of the teacher), sense of interest (in learning the material submitted), a sense of comfort, and the enthusiasm of the students. In conducting the study, the techniques used to analyze data is by using qualitative descriptive analysis based on the theory of Moeloeng (1994), by describing, comparing, categorizing, synthesizing and then rearrange and sort.

This study has demonstrated significant achievements in increasing student interest in learning in the form of a percentage value that is done during the learning process carried out by using visual media. The results from assessment of the pleasure feeling shown by the students is to reach 81% with good category, the results of assessment of the curiosity also increased in each cycle, which reached 73% - 80% in good categories. The results from assessment of the sense of interest also increased, namely 77% - 78% in good categories. The results from assessment of the ability to learn the material at 76% - 82% in good categories. Results of assessment about student activity on every cycle reaches 77% - 78% in good categories.

The similarity between current research and previous research are the media that used to increase student's interest in learning, namely media visual. There are also similarities of the study, which use the same research design, namely action research based on the theory of Kurt Lewin. Meanwhile, the differences of both research was the main tool that used to run the process of learning.



## CHAPTER III

### RESEARCH METHOD

This chapter contains the research design related to this research. This includes basic concepts of action research, instrument, data analysis and data sources. All activities related to this research steps namely planning, acting, observing and reflecting. Instrument, data analysis and data sources is a research support tool used to obtain maximum results

#### 3.1 Research Design

The researcher conducted classroom action research based on the procedure as shown in figure 3.1 below

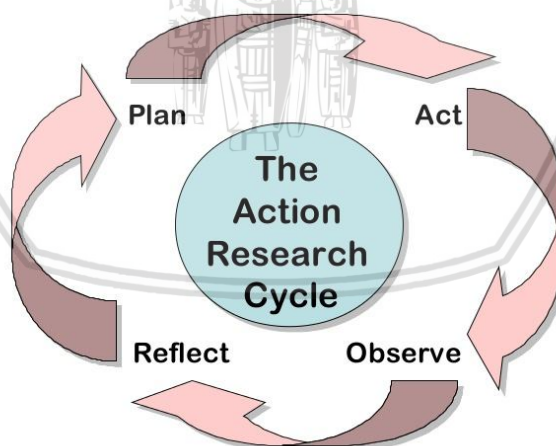


Figure 3.1 The Action Research Cycle

Basic concepts of action research on the model of Kurt Lewin (1946) consists of four components, namely: Planning, Acting, Observing, Reflecting (Kusumah &

Dwitagama, 2012, vol. 5, p. 20). From the figure above, researcher followed the steps in action research. Some measures were carried out by researcher during the research due to the procedures of the model. The measurement started from the implementation of the action, observation and reflection.

### 3.2 Preliminary Study

Preliminary study was conducted by researcher with the aim to identify and know the problems of the lack of student interest. This was deliberately done at once to determine which of the class will be used as a research subject by putting into account the lowest interest in English learning. Preliminary study was held on 14, 24, October 28, 2016, where researcher conducted observations on second year students at SMP Negeri 7 Malang. Then on 3 November 2016 the researcher conducted interviews addressed to an English teacher at the school. To collect supporting data, researcher used some instruments used as tools of research to find out the problems that occur related to how low the interest of the students to learn English in the classroom is by using (1) video-audio media via smartphones, for direct recording in-class activities, ( 2) the observation sheet (appendix 1) to assess the activity of students and teachers during the observations, (3) a questionnaire to identify and measure the level of interest of the students to learn English (appendix 3), and (4) the field notes as a written report on students learning activities after thorough direct observation in class (appendix 5). There are two classes that had been selected by the school to be the participants of this preliminary research, namely in a class of 8-G and 8-H, in which each class consists of 34 students. At that time questionnaires were distributed to

the class of 8-G, that was attended by 31 students as there were three students who did not participate. Then, the questionnaire was also distributed to the class of 8-H, that was attended by 33 students, as there was one student who did not participate. Some students were absent, because of illness or absent without explanation. At the same day when the questionnaire was distributed, it was also held interviews where five students selected from each class as respondents, were interviewed using questions as a material for an interview (appendix 6). At the last session, researcher conducted an interview with teachers of English as a respondent, where there are 19 questions as a material for an interview (appendix 8).

The results obtained from observations (appendix 2) by cross-checking it with the audio-video recording of the learning activities in both classes. It showed that the class of 8-H is the most potential participants in this research since it had the lowest level of interest in learning English. While the teacher were giving series of questions, there were some students who were active and able to answer it, but many of the students were less active and had less enthusiasm within themselves while studying English in the class, although it seemed that almost all of them focused to follow the lesson at that time. Lack of enthusiasm in the students themselves was seen from the fact that there were not so many students who were active to answer series of questions given by the teacher. There were even some students who were not able to answer and understand a sentence in the form of English until the teacher asked the students to stand up in front of the class until the students could finish the answer. In addition, another result that was also obtained

observations, English dictionary seemed to be a learning tool yet, there were very few students who carry it and used it in the class.

The results obtained from questionnaires (appendix 4) and interview with students (appendix 7), showed contrast with the facts obtained as a result of previous observations. The answer of the students at the class 8-H was not in line with what was happening in the classroom. Researcher obtained a conclusion that students were not really serious in responding the questionnaire related to this lesson because the answers obtained from them, they were lazy as seen from their low enthusiasm in learning English.

Researcher also conducted interviews with teachers to find out about how attitudes and actions are commonly done in the course of learning activities in the classroom, along with solutions in dealing with a problem in it. The interview (appendix 8) was conducted by the researcher, on October 30, 2016 by conveying a series of questions to the teacher to know the activities of the teacher in the classroom. This activity is well implemented with the help of the teacher to gather information. Researchers asked 19 questions about teaching methods, teaching materials and media that teachers often use in the classroom. Besides that, there are several questions related to the strategy that used by teacher about how to make the students were interested in the material taught in order to be active in the classroom, accompanied by the usual motivational steps applied. From interviews, the researcher obtained information that the learning activities in the class was pretty good and could be active in the classroom, accompanied by various efforts that done by teachers to maintain it. Beside, researcher also got information that in the learning process, teacher



always gave assignment to students. In addition, learning activities were conducted in accordance with the curriculum set by the government (appendix 9).

### **3.3 Planning**

In this section, some of the plans made by the researcher are used as the design and preparation that covers all aspects related to the implementation of the classroom action research later. In the initial planning, researchers plan to conduct research through a cycle, that cycle 1 and 2, where in each cycle time that would be determined when the research began and ended. Researcher decided that the time of research on the first cycle would be implemented in four meetings, namely in the first and second week. Furthermore, researcher decided to the time of research on the second cycle would be implemented in four meeting, namely in the third and fourth weeks. The second cycle would be implemented if the target or the criteria specified are not achieved. When the second cycle is needed, researcher would made the draft, starting from designing lesson plans, preparing films as learning media, instrument, then the success criteria are made, and the cooperation between researcher and teacher as collaborator. By preparing the draft, it is expected to make such research that can be carried out and well-organized. Then, it should be able to meet the desired goals and success.

#### **3.3.1 Creating a Lesson Plan**

Researcher created some lesson plans for four meetings (appendix 12), in which the first step that must be done before implementing everything, so that goals and targets are

expected to be achieved optimally. This was accomplished through cooperation with teachers, accompanied by official guidelines and syllabus in accordance with the curriculum in 2013, so it is able to create the best steps in the process of achieving goals and can work effectively. With good planning, problems that could potentially arise in the implementation process of learning can also be minimized.

### **3.3.2 Preparing The Film As Learning Media**

In the next step, researcher set up the short film as learning media. In this case there were several rules of preparation, namely preparing the lesson unit first and then choosing the right film that is understood, attracting, and suitable with the material that will be taught, with a short duration to achieve teaching objectives expected.

### **3.3.3 Setting Up The Questionnaire**

Researcher prepared a questionnaire sheet (appendix 10) that was further validated by an expert of English as a Foreign Language Teaching from Brawijaya University namely Dr. Putu Dian Danayanti Degeng, M. Pd. The questionnaire was used as a tool to know the level of student interest to learn English and as an instrument of data collection to get the success acquisition of the research. The questionnaire prepared for students uses model of ARCS consisting of 34 items of questions. In this case, researchers took alternative steps to adapt the questions that are tailored to the level of student understanding, namely drawn up with a form simple sentences but did not change the

meaning and purpose, broken down and grouped into four sections, where adapted to the theme in question to be easily understood by students.

### **3.3.4 Criteria of Success**

Researcher created criteria of success with the aim at defining a standard measure of achievement in student interest, on the basis of the results of preliminary study results of the students. Preliminary study results showed that students interest in learning English of grade 8-G was still below standard, which means that their interest in learning were still considered low. It could be seen from the fact that were still less active to ask or answer questions provided by the teacher. Accordingly, to achieve criteria of success, the researcher expected that at least 20 from 34 students belong the category of active in the classrooms. Standard measurement of activities in the class was assessed based on observations made using the observation instrument proposed by Sanjaya (2013, p. 274) that was seen from the aspect whether or not the observed aspect is asking, answering and giving opinion. In addition, to determining the Criteria of Success was used the ARCS model (Keller, 2006) that measured through a questionnaire responses. The questionnaire consists of four items relate to students' i.e. Attention, Relevance, Confidence and Satisfaction.

### **3.4. Action**

In this section researcher acted as teacher and observer in carried out teaching and learning in the classroom, by virtue the planning that had been arranged in an organized

way then implemented at the class. In addition, teacher of English as a partner in this study acted as an observer that observed the movements and activities of the students during these events took place. At the time of the learning process was run, researcher used the film as a learning media at every meeting in the classroom, adapted to the material that will be discussed at each of the meeting.

Implementation of this activity was based on lesson plans that had been made, where researcher put the film as learning media in the early session of activities implemented. Students were required to see and observe the characters in the film and the storyline from beginning to end. Furthermore, students were encouraged to understand the meaning contained in the film. In an effort to understand the purpose, the researcher gave a few simple questions, related to everyday life. This was done so that students could follow learning activities well, excited with the material being discussed, and active in asking or answering. After discussion on the initial activity, researcher invited students to learn together about the material that was studied at the meeting, which was where associated with films shown previously. Then the researcher assigned work to students in groups, made observations, and discussed together with always provided opportunities for students to answer or explain. Researcher also provided assessment and awards to each student who was active, be it ask, answer, or explain. At the end of the activity, students were encouraged to reflect on what they had learned at the meeting.

Besides using film as a learning media, researcher also used other tools to support teaching and learning activities, so that students could absorb the material well. Other tools

that used was like a sheet in the form of powerpoint for an explanation of the subject matter, paper, textbooks of schools, and so on.

### 3.5 Observation

In this activity, the researcher conducted observation activities in the classroom, which was by observing the movement and activity of students during the teaching and learning process took place. In an effort to find out about how the results of the implementation and application of using film as learning media, whether the student's interest in learning will be increased or not, the observations in a structured form.

Widayati (2008, vol. 6, p. 92) stated that observation was the activities that carried out by researcher or in cooperation with collaborator. Monitoring is part of the function observed in class action research. The role of monitoring was to identify and evaluate the developments taking place as a result of the action, namely by identifying whether the implementation of the action in accordance with the action plan and whether there had been increased by the lack of action.

In this case, to conduct monitoring in this class the researcher used a structured observation. Based on the statement from Kusumah & Dwitagama (2012, vol. 5, p. 71), structured observations were carried out with relatively simple data recording, in connection with the availability of relatively detailed format. With a relatively detailed format, observers signed a count or other signs so that the symptoms were observed will be mapped neatly. In activities to observe phenomena that occur in the classroom, of course, would required observation tools. Mokoginta & Saleh (2013, p. 10) mentioned for the data

collection phase of observation, instruments that used is the teacher's observation sheet (checklist) of student activity during the process learning takes place. There are several types of tools that will be used by researcher, namely using observation checklist, field notes, questionnaire and interview guide. Beside, researcher also used the tool of record electronically in the form of media video-audio to reinforce the data gained.

### 3.6 Reflection

Following a series of actions in the implementation of this research that starts from making plans, implementation and application of the design, then making observations, the researchers conducted a reflection to take remedial action. Implementation reflection activity aims at discussing the things that happen in the execution of research actions and making recommendations as a reference in the implementation, whether the implementation of the action has been successful or not. If the result of reflection established that the implementation of the previous action does not succeed, then the reflection activities between collaborator and researcher to discuss the points to be recommended on the implementation of further action. Operationally, the implementation of further measures is a logical consequence to enhance the implementation of the action during the previous cycle (Mokoginta & Saleh, 2013, p. 11).

### 3.7 Data Sources

The researcher conducted the research in SMP Negeri 7 Malang, which is located on *Jl. Lembayung, Kelurahan Bumiayu, Kecamatan Kedung Kandang, Malang*. This study



was conducted on students of class 8-H which consisted of 16 males and 18 females. The class was selected as research subjects because of to a report obtained from previous activities (preliminary research) and information obtained from teachers revealed that the class had low interest in learning on English lessons. Thereby, the researcher expected to conduct the research with the aim to increase the students' interest in learning of English. This research was held to the second semester, in the academic year 2016/20

### 3.8 Instruments

There are some instruments used as a tool for the research, with the aim at making it easy for the researcher in obtaining and collecting data, and a significant outcome of the studies carried, namely (1) Observation checklist (appendix 1), (2) Field notes (appendix 5), (3) Questionnaires (appendix 3), (4) Interview guide (appendix 6 & 8). In addition, there were also supporting instruments, namely using visual media in the form of video-audio. Observation checklist (appendix 11) used by researcher referred to the observation guidance made by Sanjaya (2013, vol. 1, p. 274) that stated that the checklist contains a list of all aspects that are observed to determine the "presence or absence of "something based on aspects that were observed. The questionnaire used to measure the level of the student interest towards English lessons, is from the model of ARCS created by Keller (1987) namely Course Interest Survey (CIS), which was designed to measure students' reactions when learning instruction is executed in the classroom (Keller, 2006, p. 1). About Field Notes and Interview Guide, researcher used the two instruments made by Mack & Woodsong (2005, p. 21) who stated that the field notes is a record of what happened,

interaction with others, and the subject of what is observed. Then in-depth interview was conducted as a technique which was designed to get a clear picture of perspective (the circumstances and situations) of participants (students) related to the research topic (Mack, Woodsong, Macqueen, Guest & Namey, 2005, p. 29).

### 3.9 Data Analysis

For data analysis, researchers collected and processed the two types of data, namely qualitative and quantitative data. The qualitative data gained from the data collection conducted using the observation checklist, field notes, and interview guides. Coupled with the use of visual media in the form of audio-video as a tool for documenting the activities in the classroom. Rahmat (2009, vol. 5, p. 4) explained that in qualitative research, data collection was conducted descriptively, then written into the report. Data obtained from this study is the form of words, pictures, and not numbers. In data collection activities, it is carried out simultaneously when the research was conducted in the classroom or after the activities in the process of learning is over.

To reinforce the research data, the researcher also used the quantitative data obtained from questionnaires filling for research activities, where in obtaining the results, it was necessary a technique data calculations by using formulas. The questionnaire was meant here was by using the formula in ARCS method, which was used in generating output of filling the questionnaire, namely using Cronbach Alpha as the calculate tool,

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_{\delta}^2}{\sigma_t^2} \right]$$

r = instrument reliability coefficient

k = many of the questions

$\sum \sigma_{\delta}^2$  = total of variance of the items

$\sigma_t^2$  = total of variance

By using above formula was used to determine the current value, then the value of these calculations was measured based on a standard measure of Cronbach Alpha estimation of reliability written by Juliandi (2008, p. 2) based on the figure 3.9 below

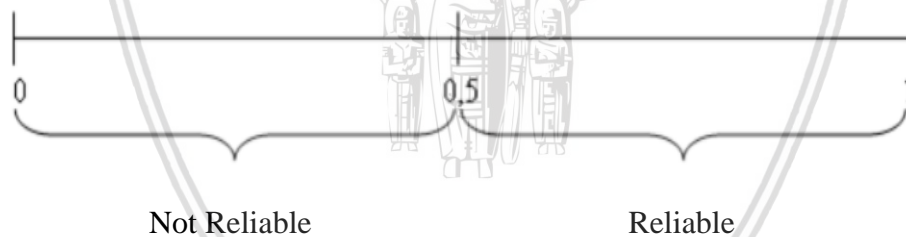


Figure 3.9 Reliability Estimate Measurement by Juliandi (2008)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter contains two topics related to this research. This includes finding and discussion. Finding contains all activities related to this research namely planning, acting, observing and reflecting. Discussion contains data analysis and analysis of criterion of success.

#### 4.1 Finding

This research was conduct at VIII G of SMP Negeri 7 Malang with the purpose to enhance the students' interest in English learning by using short film as an educational media. This activity was held in one cycle of four meetings. There are four steps in this research planning, acting, observing, and reflecting. Findings of every step is elaborated as follow;

##### 4.1.1 Planning

In this step the researcher made a lesson plan (appendix 12) with the support from collaborator (the real teacher). The topic was about notice and short message. The researcher planned about four meeting in this research with 80 minutes for each meeting because in junior high school time allocation in one meeting is only 80 minutes no less no more. The researcher also prepared a medium that is short movies. Then the researcher also prepared a set of questionnaire, observation sheet, field note and interview (to the real teacher) as the instrument of this research.

In the first day, the researcher introduced the film into the students as the main teaching aid to be used at each meeting. The researcher aimed at forming groups of two seatmate in each meeting. In this way, it was easier to observe the interest and activity of the students. In the first and second meeting, the researcher began the treatment directly to improve their interest using film screening and practical learning. In the third meeting the researcher continued the treatment to improve their interest using movie and practical learning. The last meeting was performance by the students namely the courage of students in presenting their duties. The researcher also gave the students the questionnaire to measure their interest. There is an agreement between researcher and teacher about the teaching and learning activities that will be conducted by researcher himself, while the teacher acts as a collaborator who observed and discuss the results of the research in each meeting that has been held in the classroom.

#### **4.1.2 Acting**

The first meeting was conducted on September 27, 2017 at 07.00 am. The researcher was the teacher (appendix 20) while the collaborator (real teacher) accompanied and explained the purpose of the teaching and assignment for the student submitted by the teacher (collaborator) to the researcher (as a temporary teacher). The teacher started the lesson with greeting. Then, the teacher checked the students' attendance. After that, the teacher informed the theme of the material at the first meeting on *Instruction* and *Prohibition*. Next, the teacher played the first film by using a projector. The film that was screened at the time was a comedy theme, with a duration of five minutes, entitled "Mr. Bean: The Exam Chat". The students

were asked to watch carefully the intentions implied in the show. After that the students were invited to discuss the film according to the topic of learning by also conveying questions and providing opportunities for students to express relevant answers. Then the teacher discussed clearly about the material being taught that day along with examples of pictures and sentences on the screen (powerpoint). In the next session, the teacher invited the students to read the sentences together with their seatmate along with the provision of value for students who want to read it. Furthermore, the teacher assigned the task to the students to do the exercises in pairs (seatmate) to identify sentences and place the right sentences for the instruction or prohibition columns available in the textbook provided. At the time of each discussion after the task was done, the teacher gave the opportunity and appreciation for the brave and enthusiastic students in reading sentences shown in the classroom. The appreciation was in the form of a fantastic score. Then, the final activity ended with a reflection on what had been discussed that day. In addition, the teacher concluded that the learning outcomes that day and also gave rewards to the students. The teacher then submitted the next meeting lesson plan to the collaborator and asked the students to study the material. Then the teacher ended the session and closed the English study meeting in class.

In the second meeting, the lesson began at 11.00 am, which is conducted on October 3, 2017. The researcher was the teacher while the collaborator (real teacher) did not join the lesson. First of all, beginning with the teacher (researcher) conveyed the greeting as well as asking about what lessons that had been learned and discussed previously to the students. Then, the teacher asked about how many students who were absent that day. Furthermore, the teacher told the students that



the theme of the material that day was about *Invitation* and *Permission* which usually occur in daily life. In the next session, the teacher played the second film using projector as a teaching aid for instructional media that day. The film that was screened at the time was a comedy theme, with a duration of five minutes, entitled "Mr. Bean: The Hairdresser!" and students were asked to watch carefully the intentions implied in the film. After that the students were invited to discuss the film according to the learning topic in general. Then, the teacher discussed clearly about the material being taught that day. In the middle of the learning activities, the teacher gave the students the opportunity to read the sentences with a classmate and were given appreciation for students who dare to read it. Furthermore, the teacher gave the task to the students to do the practice questions in pair (seatmate), which is to fill the right sentence about the expression in conveying the *Invitation* or *Permission* along with the response through the conversations available at the exercise. At the time of each discussion after the task was done, the teacher gave the opportunity and appreciation for the brave and enthusiastic students in reading sentences shown in the classroom. At the end of the second meeting the teacher and the students concluded that day's lesson and also gave awards to some students. Then, the teacher ended the session and closed the meeting to learn English in the classroom.

In the third meeting, the lesson began at 07.00 am, which was conducted on October 10, 2017, by disciplining the class, praying and continued by checking the attendance of the students. First, the teacher asked a little about the lesson that had been studied and discussed before. Then, the teacher invited the students to continue the next material with a dialogue about *Personal Invitation* in daily life along with

the example of sentences which are usually presented in conveying an invitation in general. In the first session, the teacher played the third film using a projector as the media used for the learning teaching aid that day. The film that was screened at the time was a comedy theme, with a duration of four minutes, entitled "Mr. Bean: At The Cinema" and the students were asked to observe the meaning implied in the film. After that the students were invited by the teacher to talk about being invited to see a movie at a cinema, by asking questions and giving the students an opportunity to convey a general and simple answer. In the process of teaching and learning activities that day, the teacher discussed clearly about the material being taught that day, accompanied by a sample of sentence on the screen (powerpoint) in front of the class. In the next session, the teacher invited all students to observe the sentences in several types of invitation letters. Afterwards, the teacher offered the score for the students who wanted to read the sentences. Furthermore, the teacher gave the task to the students to do the exercises in pairs (seatmate), that is to create an invitation letters by writing on the paper due to the direction available on the screen. Students were asked to make right sentences in accordance with the instructions in the form of options that has been provided. At the time of each discussion after the task was done, the teacher gave the opportunity and reward for the brave and enthusiastic students in reading sentences shown in the classroom. After that, the teacher asked the students to submit the task at the teacher's desk. At the end of the the meeting, the teacher and students concluded that day's lesson and also gave appreciation to the students. Then the teacher ended the session and closed the meeting to learn English in the classroom.

At the fourth meeting, the lesson began at 11.00 am, which was conducted on October 11, 2017, it began by conveying greetings and opening on the day. The teacher also asked about what lessons had been learned and discussed beforehand to the students. Furthermore, the teacher invited students to discuss together about the subject of making *greeting cards* (Greeting) that are commonly used and remembered in everyday life. In the first session of learning activities, the teacher held a special time and task to fill in the questionnaire column filled by each student. After the activity was over, the teacher continued by playing the fourth film using a projector (as a medium used as a learning teaching aid). The film that was screened at the time was a comedy theme, with a duration of eight minutes, entitled "Mr. Bean: News Year Eve Party" and students were asked to watch carefully the intentions implied in the film. After that the students were invited to talk about the purpose of the film in accordance with the topic of learning that was implemented by making a letter of congratulations. Then in the process of teaching and learning activities, the teacher discussed clearly with the students related to the material being taught that day accompanied by a sample sentence on the screen (powerpoint) in front of the class. Furthermore, the teacher gave the task to the students to do the exercises in pair (seatmate), that is to make the appropriate congratulatory letters available on several options listed on the screen. The teacher continued the next activity, students were asked to present in groups by reading sentences in front of the class and they were given a score. In the last session, teacher asked the students to collect the task at the teacher's desk. At the end of the the meeting, the teachers with students concluded that day's lesson and also gave appreciation to students.

Then the teacher ended the session and closed the meeting to learn English in the classroom.

#### 4.1.3 Observing

There are instruments used as a tool for this research in order to facilitate researchers in obtaining and collecting data during classroom observation activities. One of the instruments is observation check list (appendix 1 and appendix 11) which refers to the observation guidelines made by Sanjaya (2013, vol 1, p 274). This observation activities was carried out during the teaching and learning process implemented in the classroom. Researchers observe the students in participating, dare to be active in reading sentences or presenting the results of completed tasks, the desire to ask in search of information and focus in dealing with the materials and exercises given.

This observation activity started from the initial meeting to the end of the learning activities to measure the students' interest and enthusiasm in English learning by using the film at the beginning of each lesson. It also observed its influence in an effort to increase student interest in learning. This observation was done by filling the assessment into a specific table to determine the level of student's interest in questions, answers and opinions. The results of observations obtained based on the assessment are varied, i.e. almost all students can be said to be active in the class, either asking or answering (presenting) questions or tasks that have been done, with different levels of interest and enthusiasm. However, from the direct observation, there were students who seemed to be active and able to respond.

Yet, others were less active and less enthusiastic when learning English in the classroom.

#### **4.1.4 Reflecting**

In this stage the researcher reviewed the result of the data from the instruments that the researcher used in this research; the questionnaire, observation sheet and field note. The researcher also reviewed all of four meetings that the researcher had already done based on all of learning activities.

In the first meeting, there is no significant problem that the researcher found, except that there are some students who seem less active and less enthusiastic when learning English in the classroom, which is likely due to lack of confidence to be active at the time. The classroom learning atmosphere looks like normal.

In the second meeting, researchers conducted observations using a video recording device (mobile phone) to record any events that existed during the learning activities took place in the classroom, there were some students who looked active and able to answer the question, but there were also students who were less active and less enthusiastic while studying English in the classroom. At the beginning of the lesson it seems that all students were focused to follow these subjects. Furthermore, students continued to follow the material being discussed, but there are still a small number of students who were lack of enthusiasm. At that time, there were not so many serious students to be active in joining and answering a series of questions given by the teacher. There were even some students who were unable to answer and understand some sentences until the teacher helped the student to finish it.

In the third meeting, the teacher observed the state and atmosphere in the classroom when students were paired in search of the correct sentence. Teachers also walked around and supervised their students in performing the task, and as long as it was done, there were many students who were enthusiastic to ask questions about the practice and asked the teacher's response whether their answer are correct or there is still a mistake. From this activity the teacher got a picture that students can actually be quite active when they are given the means that was easy to understand. After that, the task was collected on the teacher's desk to be immediately assigned a score on the student's book. Despite the limitations of time in the learning process, almost all the students finished it right and they got the average grade of A or B.

In the fourth meeting, teachers walked around and supervised students when they were working on a task, and as long as it was done, there were still many students who were enthusiastic about asking questions about the practice and asked for responses, whether they had correct answer or that there were mistakes. From this activity the teacher got a picture that students seemed to be more active when they are given the easy means to understand. In addition to the hot atmosphere in the classroom and the late afternoon, students were slow to do the assignment because the fatigue factor that made them a bit lazy. However, that did not make the students to stop. They always do it thoroughly. Furthermore, the teacher wanted to continue the next activity, students were asked to present in groups by reading sentences in front of the class and were given a score. At this meeting, students looked most active and enthusiastic, not just in doing the assignment, but also when students



were offered with the score. They were so enthusiastic and raised their hand scrambling to read it.

## 4.2 Discussions

This section is the results discussion from the use of instruments in measuring the success rate in this research, using ARCS questionnaires, observation sheets, field notes and interview. The disclosure is based on data analysis showing the results of all the instruments obtained by the researcher.

### 4.2.1 Questionnaire

ARCS questionnaire filling activities were conducted at the end of the meeting and classroom learning activities, which was attended by 31 students to fill a column consisting of 34 questions. The process of calculating the result is by using Cronbach Alpha formula which was done manually. The standard measurement used to determine the reliability of the high-low rate of interest in learning is to use the average coefficient that is equal to 0,5 (Juliandi, 2008, p. 2), based on the figure 4.2.1 below

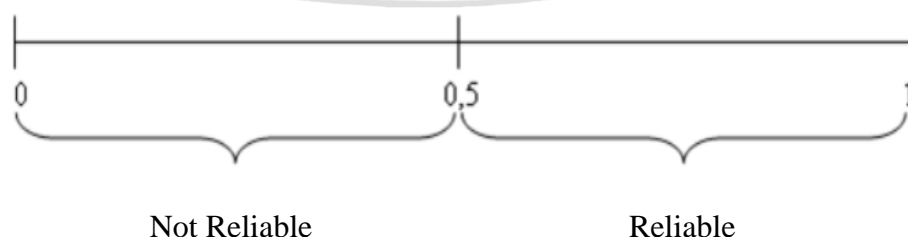


Figure 4.2.1 Reliability Estimate Standard Measurement

This questionnaire consists of four items, namely Attention, Relevance, Confidence and Satisfaction, which served as a measuring tool to find out how much interest in student learning. The questionnaire in the Attention category consists of

eight questions. Based on the calculation, it showed a significant number of 0.45, where the number is very close to the standard coefficient of measurement with the formula Cronbach Alpha, which is  $<0.5$  (appendix 13). Yet, it shows that the interest of students in aspects of Attention to learn materials is still high, although based on the amount of number that had been obtained were still very little below the standardized coefficients above.

The questionnaire in the Relevance category consists of nine questions. Based on the calculation, it has shown a significant number of 0.67, where the number is above to the standard measurement coefficient of Cronbach Alpha formula, i.e.  $> 0.5$  (appendix 14). From the calculation results, it is known that the interest of students from the aspect of Relevance to learning materials is high, with the number that had been obtained is above of the predetermined standard coefficient.

The questionnaire in the Confidence category consists of eight questions. Based on the calculation, it shows the number of 0.50, where the amount refers to the standard measurement coefficient of the Cronbach Alpha formula, i.e.  $=0.5$  (appendix 15). From the calculation, it is known that the interests of students from the aspect of Confidence to learning materials is high, with the number of points gained is equal to the standard coefficient above

The questionnaire in the Satisfaction category consists of nine questions. Based on the calculations, it has shown a number of 0.68, where the number is above the standard measurement coefficient of the Cronbach Alpha formula, ie  $> 0.5$  (appendix 16). From the calculation result, it is known that student interest from

Satisfaction aspect to the teaching material is high, with the amount that has been obtained is above of the predetermined standard coefficient.

#### 4.2.2 Observation Sheets

The observation was done directly by the researcher as a temporary teacher to the student activity in the classroom during the beginning to the end of the meeting. Observation activities conducted by noting manually about how many of each student who appear to be active in the classroom. Then proceed by moving it inside the observation sheet (appendix 17) is in the form of columns about some aspects of observed activities, which are about students' habits in asking, answering and issuing opinions, accompanied by a column to find out how many students are active during classroom activities are being implemented.

No.	Aspect	Meeting			
		1	2	3	4
1.	Asking	11	21	19	13
2.	Answering		19		16
3.	Doing The Task	26		30	

Figure 4.2.2 Table of Result On Observation Sheet

At the first meeting, it is known that students who were active in asking is 11 people, while for the category in answering the question or task from the teacher was still empty. At the second meeting, it is known that students who were active in asking is 21 people, while students who were active for the category in answering the question or task from the teacher were 19 people. At the third meeting, it is

known that students who were active in asking is 19 people, while students who were active for the category in answering the question or task from the teacher was empty. At the fourth meeting, it is known that students who are active in asking is 13 people, while students who were active for the category in answering the question or task from the teacher were 22 people. Regarding the category in terms of expressing opinion, none of the students did, the researcher stated that the number of aspects observed in this case is empty (from the beginning to the end of the learning meeting)

#### **4.2.3 Field Notes**

Observation activities conducted by researchers during classroom learning activities, also by recording events that occur during the beginning to the end of the meeting. At that time, researchers used a mobile phone to record all the events in the classroom. At the first and second meetings, these activities are carried out individually. Then in the third and fourth meetings, this activity is carried out using the help of someone (co-observer). Subsequently, the results of the recording were copied by writing it into the field notes (appendix 18), as written evidence to explain the event. The results of the recording in the form of field notes had shown increased interest in student learning, where at each learning meeting, students were always active in asking and answering a series of questions from researchers or in the matter of practice. In addition, every student always did the task well to complete.

#### **4.2.4 Interview**

Interview activities was conducted by researchers by conveying a series of questions to teachers to know the activities undertaken by teachers in the classroom, which is how the usual way of teaching and how to solve problems in the classroom. This activity was conducted with the assistance of another teacher to gather information, which is recorded using the mobile phone. The amount of the questions are eleven items. Results of interview footage (appendix 19) is copied into written form as one of the research evidence.

#### **4.2.5. Criteria of Success**

Based on the observation results written on observation sheet about the learning activities that conducted from the beginning to the end of the meeting, it was known that students who were active in the class had reached the standard of criteria of success set by the researcher previously, that at least 20 until 30 from 34 students belong the category of active in the classrooms. The total number of the students was 34 and the research found out that 29 students were active, which means that only 5 students were known to be not active in the classroom. Active participation is targeted to see that the students can be active in asking or answering, or actively involved in various tasks, either individually or in groups.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter contains two interrelated topics, which are conclusions and suggestions. The conclusions are based on the findings of this study, whereas the suggestions are based on the conclusions of this study.

#### 5.1 Conclusion

This research discussed about using films to improve student's interest in learning. Based on data obtained from a series of instruments (observation sheets, questionnaires, field notes) along with research activities, some aspects can be concluded as a result of this research.

First, film can be a medium to make students interested in the lessons that are delivered. It was known from the observation of researcher who simultaneously acted as teacher at the time which was written into the field notes. The students' desire and anthusiasm to follow the learning activities well when the film was played, and then on activities that were done afterwards indicated their interest. Furthermore, it was found out that a large amount of students were active in the classroom as the observation sheet showed 29 students were participated actively in the lesson. Later, it was also known from the scores obtained from the ARCS (Attention, Relevance, Confidence, Satisfaction) questionnaires responses. In the attention category has obtained a score of 0.45. In the relevance category has obtained a score that is equal to 0.67. Furthermore, in the confidence category has obtained a score of 0.5. Finally, the category satisfaction, has obtained a score of 0.68. To know the high or low interest of student learning, that was obtained by using



Cronbach Alpha formula calculation which is measured by using the standard rate measurement that was equal to 0.5. It can be concluded that the interest level of student learning is quite high.

Second, students' interest is also improved. In the the first and second meeting there were some problems namely the lack of interest of students to follow the learning activities in class. At that time, there were some students who did not want to be active in the class. Activeness is measured by the willingness to ask, to answer, to complete the task and present the results of the task. Nevertheless, all of the students had been able to show enthusiasm and best performance in learning activities during the research.

Thus, short film can be used as an effective instructional medium in helping students to absorb the learning material that presented in the classroom. Beside, short film can give an influence to the student by giving a different atmosphere and other views in an effort to increase the interest in learning.

### 5.1 Suggestion

After all the steps taken in this research and based on the findings, the researcher suggests several point to consider;

For the English teachers, it is recommended to use short film to enhance the students' interest in learning English. The outcome of this research had shown that the film is a good learning media, but teachers need to be aware that the use of the film should take into account on a time efficient, concise and not long. In addition, it requires accuracy in choosing the appropriate film for the needs of students. Lastly, the film played has to be related to the material being taught to the student.

For further researcher, to avoid some of the problems that researcher had found in this research, it is recommended to make a better planning in the lesson plan. Researcher also suggested to create a kind of variation and better techniques in conducting research to increase student interest, with other media that better than produced by the researchers. In addition, selection of relevant theories or previous studies to discuss further about the research's qualitative data findings should be taken into account so that a more thorough and detail elaboration of what active means in qualitative perimeter can be achieved.



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**Appendix 1. Observation sheet (Form)****Lembar Observasi Aktivitas Siswa**

Kelas : .....

Nama Guru : .....

Hari/tanggal : .....

Pertemuan ke- : .....

Pedoman Penskoran:

1. Sangat Kurang

3. Cukup

5. Sangat baik

2. Kurang

4. Baik

Observer mengisi kolom penskoran sesuai pedoman penskoran yang diberikan di bawah tabel dengan memberi tanda cek (v). Aktivitas siswa secara umum:

AKTIVITAS SISWA					
UMUM					
o Memperhatikan penjelasan guru terkait materi pelajaran pada sesi awal pembelajaran					
o Mampu memahami penjelasan guru terkait materi pelajaran pada sesi pembelajaran					
o Mampu memahami materi yang terdapat pada buku mata pelajaran bahasa Inggris siswa					
o Aktif dalam bertanya kepada guru					
o Aktif dalam menjawab pertanyaan dari guru					
o Menunjukkan antusiasme / minat terhadap kegiatan pembelajaran					
KHUSUS					
o Mengerjakan latihan soal yang diberikan oleh guru pada sesi pembelajaran					
o Menunjukkan proses yang efisien dalam menyelesaikan soal					
o Bekerja dalam kelompok secara aktif dan kooperatif					
o Bekerja dalam kelompok untuk menyelesaikan soal yang diberikan oleh guru					
o Terampil menyelesaikan latihan soal yang diberikan di kelas					
o Terampil mengerjakan dan menyelesaikan tugas pekerjaan rumah yang diberikan oleh guru					

Mengetahui,  
Guru

Malang,  
Mengetahui,  
Observer

Sri Wahyuni  
NIP 19690528 199103 2005

Yudoro  
NIM 125110507111022

## Appendix 2. Observation sheet (the results obtained from observation)

## Lembar Observasi Aktivitas Siswa

Kelas : P-6  
 Nama Guru : Sri Wahyuni, S.Pd  
 Hari/tanggal : Jumat, 28 Oktober 2016  
 Pertemuan ke- : IV / 09.30 - 11.00

## Pedoman Penskoran:

- |                  |          |                |
|------------------|----------|----------------|
| 1. Sangat Kurang | 3. Cukup | 5. Sangat baik |
| 2. Kurang        | 4. Baik  |                |

Observer mengisi kolom penskoran sesuai pedoman penskoran yang diberikan di bawah tabel dengan memberi tanda cek (v). Aktivitas siswa secara umum:

AKTIVITAS SISWA		1	2	3	4	5
<b>UMUM</b>						
<input type="checkbox"/>	Memperhatikan penjelasan guru terkait materi pelajaran pada sesi awal pembelajaran				✓	
<input type="checkbox"/>	Mampu memahami penjelasan guru terkait materi pelajaran pada sesi pembelajaran				✓	
<input type="checkbox"/>	Mampu memahami materi yang terdapat pada buku mata pelajaran bahasa Inggris siswa				✓	
<input type="checkbox"/>	Aktif dalam bertanya kepada guru			✓		
<input type="checkbox"/>	Aktif dalam menjawab pertanyaan dari guru					✓
<input type="checkbox"/>	Menunjukkan antusiasme / minat terhadap kegiatan pembelajaran					✓
<b>KHUSUS</b>						
<input type="checkbox"/>	Mengerjakan latihan soal yang diberikan oleh guru pada sesi pembelajaran					
<input type="checkbox"/>	Menunjukkan proses yang efisien dalam menyelesaikan soal					
<input type="checkbox"/>	Bekerja dalam kelompok secara aktif dan kooperatif					
<input type="checkbox"/>	Bekerja dalam kelompok untuk menyelesaikan soal yang diberikan oleh guru					
<input type="checkbox"/>	Terampil menyelesaikan latihan soal yang diberikan di kelas					
<input type="checkbox"/>	Terampil mengerjakan dan menyelesaikan tugas pekerjaan rumah yang diberikan oleh guru					

Mengetahui,  
Guru

Sri Wahyuni  
NIP 19690528 199103 2005

Malang,  
Mengetahui,  
Observer

Yudoro  
NIM 125110507111022

ang (x) pada salah satu jawaban yang kamu anggap dengan keadaanmu berikan tidak mempengaruhi nilai raport atau nilai pelajaran dan bantuan dan partisipasinya dalam mengisi angket ini.

menikuti pelajaran bahasa Inggris sampai akhir pelajaran

b. Tidak

asa Inggris, ada sesuatu yang menarik bagi saya.

b. Tidak

tugas atau PR dengan sungguh-sungguh saya mengerjakannya

b. Tidak

bahasa Inggris, ada hal-hal yang mendorong rasa ingin tahu saya.

b. Tidak

ungguh memperhatikan pelajaran bahasa Inggris yang telah dijelaskan

b. Tidak

Kelas : 8-G

Nama : .....

- Berilah tanda silang (x) pada salah satu jawaban yang kamu anggap dengan keadaan sebenarnya.
- Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran kamu di sekolah.
- Terima kasih atas bantuan dan partisipasinya dalam mengisi angket ini.

1. Saya bersemangat mengikuti pelajaran bahasa Inggris sampai akhir pelajaran  
a. Ya                                      b. Tidak
2. Pada pelajaran bahasa Inggris, ada sesuatu yang menarik bagi saya.  
a. Ya                                      b. Tidak
3. Ketika saya diberi tugas atau PR dengan sungguh-sungguh saya mengerjakannya  
a. Ya                                      b. Tidak
4. Pada pembelajaran bahasa Inggris, ada hal-hal yang mendorong rasa ingin tahu saya.  
a. Ya                                      b. Tidak
5. saya bersungguh-sungguh memperhatikan pelajaran bahasa Inggris yang telah dijelaskan  
a. Ya                                      b. Tidak
6. Saya berusaha untuk memahami materi bahasa Inggris  
a. Ya                                      b. Tidak
7. Saya senang mengikuti pelajaran bahasa Inggris  
a. Ya                                      b. Tidak
8. Pelajaran bahasa Inggris ini kurang menarik bagi saya.  
a. Ya                                      b. Tidak
9. Tugas-tugas latihan pada pembelajaran ini terlalu sulit.  
a. Ya                                      b. Tidak
10. Materi pembelajaran ini lebih sulit dipahami daripada yang saya harapkan.  
a. Ya                                      b. Tidak

## Appendix 4. Questionnaire (result)

## HASIL KUESIONER

Kelas : 8-5  
 Nama Guru : Bu Sri Wahyuni  
 Hari/tanggal : Jumat, 21 Oktober 2016  
 Pertemuan ke- : 1

No	Nama	Pilihan Jawaban																			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Aditya Satriya Yudha	✓										✓									
2	Aditya Yustisio Yusuf																				
3	Agil Abdur Rouf																				
4	Aprilia Sasmita																				
5	Aprilia Tri M.																				
6	Dea Putri Ananda																				
7	Desi Kusuma Rini																				
8	Devi Anjelina Permata																				
9	Devry Ayu Perdana																				
10	Diah Annisa Amelia P																				
11	Dinda Ayu Istiqomah																				
12	Dito Wahyu Prayoga																				
13	Dynho Geonanda W																				
14	Faisal Nur Amin																				
15	Fania Primanita Sari																				
16	Farid Ardiansyah S																				
17	Firly Salva Lavasya																				
18	Gabrielle Alijah Yahya																				
19	Galuh Nur Azizah																				
20	Gemilang Adinurani																				
21	Guntur Prabowo L																				
22	Hamidatul Bahiyah																				
23	Kharisma Semesta P																				
24	Kinanti Putri A																				
25	Maritza Salsabila M																				
26	Moch Risky Ramdhani																				
27	Mochammad Asrofil A																				
28	Moh Galang R																				

29	Muchammad Azka F																				
30	Mulyani Ati																				
31	Nanda Caturningtyas																				
32	Pandu Nur Romadhon																				
33	Rindiani Nur Aisyah																				
34	Sabrina Adelia Rossa																				
		22	9	21	10	26	5	26	5	28	3	30	1	22	9	10	21	13	18	19	18

Mengetahui,  
Guru

Sri Wahyuni  
NIP 19690528 199103 2005

Malang,  
Mengetahui,  
Observer

Yudoro  
NIM 125110507111022

## KUESIONER UNTUK SISWA

## 1. Identitas Respondens

Sekolah : SMP Negeri 7 Malang  
 Kelas : 8-MG  
 Nama : .....

## 2. Petunjuk

- Berilah tanda silang (x) pada salah satu jawaban yang kamu anggap dengan keadaan sebenarnya.
- Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran kamu di sekolah.
- Terima kasih atas bantuan dan partisipasinya dalam mengisi angket ini.

- Saya bersemangat mengikuti pelajaran bahasa Inggris sampai akhir pelajaran  
 a. Ya (22) b. Tidak (9)
- Pada pelajaran bahasa Inggris, ada sesuatu yang menarik bagi saya.  
 a. Ya (21) b. Tidak (10)
- Ketika saya diberi tugas atau PR oleh guru, dengan sungguh-sungguh saya mengerjakannya  
 a. Ya (26) b. Tidak (5)
- Pada pembelajaran bahasa Inggris, ada hal-hal yang mendorong rasa ingin tahu saya.  
 a. Ya (26) b. Tidak (5)
- saya bersungguh-sungguh memperhatikan pelajaran bahasa Inggris yang sedang dijelaskan oleh guru  
 a. Ya (28) b. Tidak (3)
- Saya berusaha untuk memahami materi bahasa Inggris  
 a. Ya (30) b. Tidak (1)
- Saya senang mengikuti pelajaran bahasa Inggris  
 a. Ya (22) b. Tidak (9)
- Pelajaran bahasa Inggris ini kurang menarik bagi saya.  
 a. Ya (10) b. Tidak (21)
- Tugas-tugas latihan pada pembelajaran ini terlalu sulit.  
 a. Ya (13) b. Tidak (18)
- Materi pembelajaran ini lebih sulit dipahami daripada yang saya harapkan.  
 a. Ya (13) b. Tidak (18)



**Appendix 5. Field notes (preliminary studies)****CATATAN LAPANGAN OBSERVASI**

Sekolah : SMP Negeri 7 Malang  
Kelas : 8-G  
Guru : Sri Wahyuni, S.Pd  
Hari/ Tanggal : Jumat, 28 Oktober 2016  
Jam Ke/ Waktu : I/09.30-11.00

**a) Kegiatan Awal**

Pelajaran dimulai pada pukul 09.30, diawali dengan salam dan dilanjutkan dengan mengecek kehadiran siswa. Setelah itu guru menanyakan tentang pelajaran apakah yang telah dipelajari dan dibahas sebelumnya kepada siswa, kemudian guru bersama siswa menjawab pertanyaan tersebut yaitu mempelajari tentang *countable and uncountable noun*. Guru menyebutkan bahwa pada sesi sebelumnya materi berjudul "Adverb Of Quantity", yaitu pelajaran tentang menanyakan jumlah telah dipelajari dan guru berkeinginan untuk mengajak siswa untuk mengingat kembali tentang apa saja pengetahuan yang telah diperoleh dari pertemuan sebelumnya. Setelah itu guru menyampaikan informasi bahwa pada hari ini siswa akan mempelajari materi selanjutnya yang berjudul "Daily Activities", yaitu pelajaran tentang kegiatan sehari-hari. Guru memerintahkan salah satu siswa untuk menghidupkan slide proyektor, tidak terdapat gangguan yaitu tampilan gambar yang tersorot di layar tidak jelas dan berwarna biru atau semisalnya, sehingga tidak ada masalah dalam menjelaskan materi tersebut dengan baik. Setelah itu guru menyampaikan materi tersebut yang bertemakan tentang kegiatan sehari-hari.

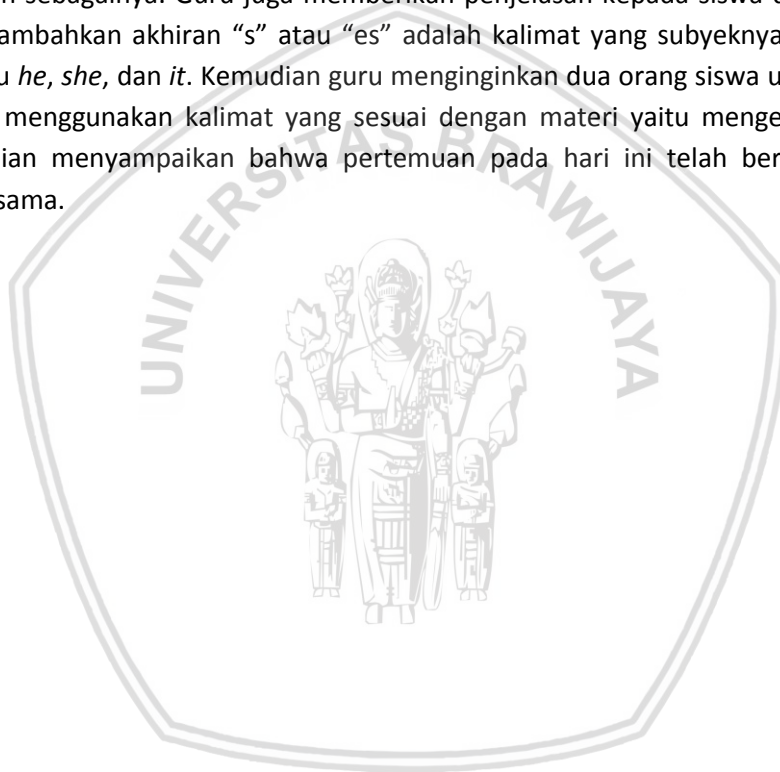
**b) Kegiatan Inti**

Pada sesi pertama, guru menyampaikan pertanyaan kepada siswa dengan kalimat yaitu "What does he do at 07.00 AM?" dengan menggunakan slide proyektor, kemudian beberapa siswa menjawab "He gets up at 07.00 AM". Kemudian dalam proses kegiatan belajar mengajar pada hari itu, guru banyak menyampaikan pertanyaan kepada siswa terkait dengan materi yang sedang diajarkan pada hari itu, dengan tujuan siswa dapat memahami dan mampu mengerti akan materi yang disampaikan, serta disamping itu, guru juga ingin mengajak siswa untuk aktif dan antusias dalam mempelajarinya. Selama saya melakukan banyak pengamatan yang disertai dengan merekam kejadian dengan menggunakan video recorder yang ada selama kegiatan tersebut berlangsung di kelas, saya melihat bahwa selama guru menyampaikan serangkaian pertanyaan, pada permulaan ada beberapa siswa yang terlihat aktif dan mampu untuk menjawabnya, selanjutnya banyak dari siswa yang dimana begitu aktif dan penuh rasa antusias dalam diri mereka ketika mempelajari bahasa Inggris di kelas, semuanya fokus untuk

mengikuti mata pelajaran tersebut pada saat itu. Adanya rasa antusiasme dalam diri siswa yang saya maksud adalah dari begitu banyak siswa yang aktif untuk menjawab serangkaian pertanyaan yang diberikan oleh guru, bahkan pada pertengahan hingga akhir pertemuan banyak siswa yang aktif dan berebut ingin menjawab beberapa pertanyaan dari guru. Dalam pengamatan yang saya lakukan, pada kelas ini nampak terlihat antusiasme dan minat belajarnya, dimana saya melihat banyak siswa yang membawa kamus bahasa Inggris yang terletak di meja masing-masing.

c) Kegiatan Penutup

Kegiatan terakhir yaitu diakhiri dengan refleksi tentang apa sajakah yang telah dibahas pada hari ini mengenai materi berjudul “daily activities” tersebut tentang kegiatan rutin sehari-hari. Guru kemudian menanyakan tentang contoh yang telah di dapatkan dari awal yaitu kegiatan bangun pagi, makan pagi, menggosok gigi, dan sebagainya. Guru juga memberikan penjelasan kepada siswa dalam penggunaan kata kerja yang ditambahkan akhiran “s” atau “es” adalah kalimat yang subyeknya terdiri dari orang ketiga tunggal, yaitu *he*, *she*, dan *it*. Kemudian guru menginginkan dua orang siswa untuk bertanya dan menjawab dengan menggunakan kalimat yang sesuai dengan materi yaitu mengenai kegiatan rutin sehari-hari. Kemudian menyampaikan bahwa pertemuan pada hari ini telah berakhir dan ditutup dengan berdoa bersama.



## Appendix 6. Interview with student (form)

## Lembar Wawancara Dengan Siswa

## 1. Identitas Respondens

Sekolah : SMP Negeri 7 Malang  
 Kelas : 8-H  
 Nama : .....

## 2. Petunjuk

- d) Isilah pertanyaan yang tertera di bawah ini sesuai dengan keadaan sebenarnya.  
 e) Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran kamu di sekolah.  
 f) Terima kasih atas bantuan dan partisipasinya dalam mengisi angket ini.

NO	PERTANYAAN	JAWABAN
1	Apakah kamu menyukai pelajaran bahasa Inggris? Berikan alasannya.	
2	Menurut kamu hal apa yang membuat kamu menyukai / tidak menyukai pelajaran bahasa Inggris? Berikan alasannya.	
3	Bagaimanakah menurut kamu tentang proses belajar bahasa Inggris di kelas kamu? Berikan alasannya.	
4	Berminatkah kamu dalam belajar bahasa Inggris? Berikan alasannya.	

## Appendix 7. Interview with student (result)

## Lembar Wawancara Dengan Siswa

## 1. Identitas Respondens

Sekolah : SMP Negeri 7 Malang

Kelas : 8-B

Nama : Rinda Ayu Istiqomah

## 2. Petunjuk

- Isilah pertanyaan yang tertera di bawah ini sesuai dengan keadaan sebenarnya.
- Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran kamu di sekolah.
- Terima kasih atas bantuan dan partisipasinya dalam mengisi angket ini.

NO	PERTANYAAN	JAWABAN
1	Apakah kamu menyukai pelajaran bahasa Inggris? Berikan alasannya.	Tidak karena saya tidak bisa bahasa Inggris
2	Menurut kamu hal apa yang membuat kamu menyukai/ tidak menyukai pelajaran bahasa Inggris? Berikan alasannya.	Karena saya tidak mengerti artinya
3	Bagaimanakah menurut kamu tentang proses belajar bahasa Inggris di kelas kamu? Berikan alasannya.	Sedikit menyenangkan karena teman saya ada yang bisa bahasa Inggris
4	Berminatkah kamu dalam belajar bahasa Inggris? Berikan alasannya.	Sedikit berminat karena saya ingin bisa bahasa Inggris.

### Lembar Wawancara Dengan Siswa

#### 1. Identitas Respondens

Sekolah : SMP Negeri 7 Malang

Kelas : 8-~~15~~ **15**

Nama : Gunhur Prabowo L

#### 2. Petunjuk

- Isilah pertanyaan yang tertera di bawah ini sesuai dengan keadaan sebenarnya.
- Jawaban yang kamu berikan tidak mempengaruhi nilai raport atau nilai pelajaran kamu di sekolah.
- Terima kasih atas bantuan dan partisipasinya dalam mengisi angket ini.

NO	PERTANYAAN	JAWABAN
1	Apakah kamu menyukai pelajaran bahasa Inggris? Berikan alasannya.	ya, karena saya suka dengan gurunya yang sangat seru sekali
2	Menurut kamu hal apa yang membuat kamu menyukai / tidak menyukai pelajaran bahasa Inggris? Berikan alasannya.	- Menyukainya karena dapat/bisa belajar berbahasa Inggris - yang tidak disukai yaitu terlalu banyak PR
3	Bagaimanakah menurut kamu tentang proses belajar bahasa Inggris di kelas kamu? Berikan alasannya.	Prosesnya sangat mudah dan mudah di pahami
4	Berminatkah kamu dalam belajar bahasa Inggris? Berikan alasannya.	ya, karena saya ingin sekali belajar bahasa Inggris untuk masa depan saya yang ingin bekerja di luar negeri.

**Appendix 8. Interview with teacher (form)****Lembar Wawancara Untuk Guru**

Nama Sekolah : SMP Negeri 7 Malang

Nama Guru : Sri Wahyuni, S.Pd

Hari/ tanggal wawancara : 31 Oktober 2016

Tempat : Ruang guru

1. Sebelum menjadi guru, apakah pendidikan terakhir Bapak/Ibu?
2. Setelah Bapak/Ibu menjadi guru mata pelajaran bahasa Inggris, sudah berapa lama pengabdian Bapak/Ibu sebagai guru mata pelajaran bahasa Inggris?
3. Menurut Bapak/Ibu, bagaimana karakter siswa kelas 8 G di SMP Negeri 7 Malang?
4. Menurut Bapak/Ibu, bagaimana karakter siswa kelas 8 H di SMP Negeri 7 Malang?
5. Didalam mengajarkan mata pelajaran bahasa Inggris, Apakah Bapak/Ibu berpedoman pada Kurikulum yang telah ditetapkan?
6. Bagaimana dengan materi pelajaran bahasa Inggris, apakah bahan ajar yang diajarkan sesuai dengan kurikulum yang telah ditetapkan?
7. Seperti apa bahan ajar yang digunakan dalam pelaksanaan pengajaran mata pelajaran bahasa Inggris di SMP Negeri 7 Malang?
8. Apakah dengan menggunakan bahan ajar yang Bapak/Ibu pilih dapat meningkatkan minat belajar Siswa?
9. Apakah Ibu membuat RPP?, apa manfaat RPP untuk Bapak/Ibu dalam proses pelaksanaan pengajaran mata pelajaran IPS?
10. Apakah dalam pemberian tugas Bapak/Ibu menggunakan Modul?
11. Apakah pada saat pemberian tugas, siswa aktif dalam mengerjakan tugas mata pelajaran bahasa Inggris?
12. Apakah Bapak/Ibu sering menggunakan media pada saat proses berlangsungnya pengajaran bahasa Inggris?
13. Menurut Bapak/Ibu media apa yang sesuai untuk mata pelajaran bahasa Inggris?
14. Apakah dengan menggunakan media tersebut, siswa berperan aktif dalam berlangsungnya proses pengajaran mata pelajaran bahasa Inggris?
15. Bagaimanakah pencapaian hasil belajar siswa Bapak/Ibu dalam mata pelajaran bahasa Inggris?
16. Bagaimanakah perilaku siswa dalam pembelajaran mata pelajaran bahasa Inggris?
17. Apakah ada faktor penghambat dan pendukung dalam pelaksanaan pengajaran mata pelajaran bahasa Inggris, menurut Bapak/Ibu?
18. Bagaimana cara Bapak/Ibu dalam memberikan pengulangan kembali kepada siswa pada awal pertemuan?
19. Bagaimana cara Bapak/Ibu dalam memberikan refleksi kepada siswa pada akhir pertemuan?



## Appendix 9. Interview with teacher (result)

### Lembar Wawancara Untuk Guru

Nama Sekolah : SMP Negeri 7 Malang

Nama Guru : Sri Wahyuni, S.Pd

Hari/ tanggal wawancara : 3 November 2016

Tempat : Ruang guru

1. Peneliti : Sebelum menjadi guru, apakah pendidikan terakhir Bapak/Ibu?  
 Guru : Pendidikan terakhir saya, saya lulusan IKIP S-1 untuk lulusannya pada tahun 1998 jurusan Bahasa Inggris
2. Peneliti : Setelah Bapak/Ibu menjadi guru mata pelajaran bahasa Inggris, sudah berapa lama pengabdian Bapak/Ibu sebagai guru mata pelajaran bahasa Inggris?  
 Guru : Sudah mulai tahun 1991 saya mengajar bahasa Inggris, kurang lebih selama 25 tahun
3. Peneliti : Menurut Bapak/Ibu, bagaimana karakter siswa kelas 8 G di SMP Negeri 7 Malang?  
 Guru : Untuk dalam sisi akademis memang masih rendah, tetapi jika dalam motivasi adalah tergantung gurunya bagaimana memotivasi siswa, tetapi secara umum dari segi motivasi dari siswa masih bagus,
4. Peneliti : Menurut Bapak/Ibu, bagaimana karakter siswa kelas 8 H di SMP Negeri 7 Malang?  
 Guru : Untuk delapan G dan H masih sama rata, jika dibandingkan secara parallel mulai dari kelas A hingga kelas I, mereka (kelas 8 G dan 8 H) masih dalam kategori tingkat bawah dalam hal akademisnya. Tergantung dari pihak guru dalam memotivasi agar siswa senang dalam mengikuti pelajaran bahasa Inggris
5. Peneliti : Didalam mengajarkan mata pelajaran bahasa Inggris, Apakah Bapak/Ibu berpedoman pada Kurikulum yang telah ditetapkan?  
 Guru : Iya, kami sudah memakai kurikulum K-13 dan menerapkannya dengan penyesuaian sesuai dengan kondisi siswa di SMPN 7 Malang
6. Peneliti : Bagaimana dengan materi pelajaran bahasa Inggris, apakah bahan ajar yang diajarkan sesuai dengan kurikulum yang telah ditetapkan?  
 Guru : Bahan ajar tentu saja kami menyesuaikan dengan kurikulum yang ditetapkan,

mengenai buku paket adalah didapat dari pemerintah, tetapi kami masih menambahi dengan bahan ajar yang lain, tidak harus dari buku, tetapi juga bias didapat dari media internet, dll.

- 7    Peneliti    :    Seperti apa bahan ajar yang digunakan dalam pelaksanaan pengajaran mata pelajaran bahasa Inggris di SMP Negeri 7 Malang?
- Guru        :    Seperti tadi, kami mengambil bahan ajar dari pemerintah, dan kami juga mengambil dari berbagai sumber dan disesuaikan dengan kondisi siswa di SMPN 7, sesuai dengan kurikulum dan tidak menyulitkan siswa
- 8    Peneliti    :    Apakah dengan menggunakan bahan ajar yang Bapak/Ibu pilih dapat meningkatkan minat belajar Siswa?
- Guru        :    Kalau menurut saya, meningkatkan minat itu bisa dari bahan ajarnya, saya akan memilih kira-kira mana yang yaitu yang tidak membuat siswa kesulitan. Bila terlalu berat, kita juga memilih materi dimanakah kira-kira siswa mudah untuk menerimanya, selain itu harus mencari teknik strategi pembelajaran yang mudah ditangkap oleh siswa, maka harus bervariasi kegiatannya agar siswa tidak bosan
- 9    Peneliti    :    Apakah Ibu membuat RPP?, apa manfaat RPP untuk Bapak/Ibu dalam proses pelaksanaan pengajaran mata pelajaran IPS?
- Guru        :    Iya, kami wajib membuat RPP, yaitu selain ditandatangani oleh kepala sekolah dan juga pengawas pada awal semester, jadi kami membuat RPP secara umum jadi bias dipakai secara parallel untuk kelas 8. Memang baiknya kita membuat RPP idealnya per kelas, jadi kira-kelas dalam kategori lower mungkin akan berbeda dengan kelas yang Higher, tetapi hal ini tidak bisa dilakukan karena kami mengajar enam kelas, jadi kita buat secara umum, tetapi pada praktiknya kami juga menyesuaikan dengan kondisi kelas yang ada
- 10   Peneliti    :    Apakah dalam pemberian tugas Bapak/Ibu menggunakan Modul?
- Guru        :    Pemberian tugas itu bisa dari kompilasi soal yang saya ambil dari berbagai sumber, tetapi tidak berbentuk modul, mungkin hanya soal-soal kemudian saya berikan kepada siswa untuk mengerjakan soal-soal tersebut yang bisa dikerjakan di rumah, kemudian yang di kelas ada bantuan LKS dari pemerintah, saya tidak mengandalkan LKS saja, saya juga membuat kumpulan soal-soal sendiri yang kira-kira saya anggap bagus, dan itulah yang saya berikan kepada anak-anak
- 11   Peneliti    :    Apakah pada saat pemberian tugas, siswa aktif dalam mengerjakan tugas mata pelajaran bahasa Inggris?
- Guru        :    Selama ini yang saya lakukan dan amati, siswa aktif mengerjakan tugas yang saya berikan. Saya selalu mencari strategi supaya siswa tidak bosan, jadi tidak hanya tugas saja yang membuat mereka bosan. Kapan ada tugas, kapan mereka harus melihat dan memperhatikan keterangan guru, mengikuti games, dan bila saya beri tugas mereka tentu saja aktif, serta batasan waktunya harus diberikan sehingga siswa tidak mengerjakan dengan seenaknya dan supaya mereka tetap semangat

dalam mengikuti pelajaran bahasa Inggris

- 12    Peneliti    :    Apakah Bapak/Ibu sering menggunakan media pada saat proses berlangsungnya pengajaran bahasa Inggris?
- Guru        :    Iya, saya juga sering menggunakan media, baik dalam bentuk powerpoint, atau gambar, supaya mempermudah siswa dalam mengikuti materi yang disampaikan oleh guru, sehingga siswa dapat mengerti apa yang disampaikan dan saya memilih dari sumber yang tidak membuat siswa kesulitan
- 13    Peneliti    :    Menurut Bapak/Ibu media apa yang sesuai untuk mata pelajaran bahasa Inggris?
- Guru        :    Iya seperti yang sudah saya sampaikan tadi, saya menggunakan LCD sebagai media yang sering saya gunakan untuk menyampaikan materi kepada siswa, tetapi juga selain itu saya mengambil dari berbagai sumber yaitu baik dari mengambil obyek dari buku atau semuanya yang termasuk real object disesuaikan dengan materi yang akan disampaikan
- 14    Peneliti    :    Apakah dengan menggunakan media tersebut, siswa berperan aktif dalam berlangsungnya proses pengajaran mata pelajaran bahasa Inggris?
- Guru        :    Menurut saya, siswa selalu berperan aktif karena saya juga selalu memberikan pertanyaan kepada siswa, dan seperti yang telah saya sampaikan bahwa siswa akan aktif juga tergantung dari gurunya, bagaimana memotivasi siswa dan bila guru kurang bagus dalam mengajar maka siswa pun juga tidak mau mengikuti
- 15    Peneliti    :    Bagaimanakah pencapaian hasil belajar siswa Bapak/Ibu dalam mata pelajaran bahasa Inggris?
- Guru        :    Dalam hal ini, mengenai pencapaian hasil belajar untuk siswa dalam KKM (kriteria ketuntasan minimal), selama ini tidak ada masalah dan dari berjalannya waktu ada peningkatan hasil dalam pencapaian belajar siswa
- 16    Peneliti    :    Bagaimanakah perilaku siswa dalam pembelajaran mata pelajaran bahasa Inggris?
- Guru        :    Menurut saya perilaku siswa biasa saja, selama ini tetap selalu mengikuti selama pelajaran berlangsung
- 17    Peneliti    :    Apakah ada faktor penghambat dan pendukung dalam pelaksanaan pengajaran mata pelajaran bahasa Inggris, menurut Bapak/Ibu?
- Guru        :    Selama kami amati, untuk pendukung selama ini sudah tersedia , terdiri dari fasilitas yang lengkap , kondisi kelas. Mengenai factor penghambat, itu biasanya dari kondisi siswa itu sendiri, baik dari pengaruh dan kondisi keluarganya, lingkungan dan diri sendiri
- 18    Peneliti    :    Bagaimana cara Bapak/Ibu dalam memberikan pengulangan kembali kepada siswa pada awal pertemuan?

- Guru : Maksudnya dalam membahas materi sebelumnya, saya selalu memberikan pertanyaan kepada siswa untuk mengingat kembali apa yang sudah disampaikan sebelumnya
- 19 Peneliti : Bagaimana cara Bapak/Ibu dalam memberikan refleksi kepada siswa pada akhir pertemuan?
- Guru : Saya kira sama, yaitu saya memberikan pertanyaan kepada siswa, dan terkadang saya menyuruh untuk menulis di buku supaya siswa tidak lupa tentang materi yang sudah disampaikan.



## Appendix 10. ARCS questionnaire sheet

## ANGKET MINAT BELAJAR SISWA

28/17  
20k

Nama : ..... Mata Pelajaran : .....  
 Kelas/ Semester : ..... Pertemuan Ke- : .....  
 Hari/Tanggal : .....

## \*Keterangan

1. Isilah jawaban dari pernyataan di bawah ini, terkait dengan materi pembelajaran yang kamu pelajari sesuai dengan kebenarannya.
2. Jawaban di isi secara individu, dengan jujur dan sebenar-benarnya

No.	Pernyataan	Jawaban	
		Ya	Tidak
1	Guru benar-benar mengetahui tentang bagaimana membuat saya merasa antusias terhadap materi pelajaran ini.		
2	Guru membuat materi pelajaran ini menjadi penting bagi saya.		
3	Guru membuat suasana kelas menjadi tegang, apabila sedang menjelaskan sesuatu.		
4	Guru melakukan hal-hal menarik dan menakutkan.		
5	Guru menggunakan berbagai macam teknik mengajar yang menarik.		
6	Rasa ingin tahu saya sering kali tergerak oleh pertanyaan yang dikemukakan dan masalah yang diberikan oleh guru pada materi pembelajaran ini.		
7	Saya berperan aktif di dalam kegiatan pembelajaran ini.		
8	Di dalam kegiatan pembelajaran, muncul rasa ingin tahu pada diri saya terhadap materi pelajaran ini.		
No	Pernyataan	Jawaban	
		Ya	Tidak
9	Saya merasa bahwa kegiatan pembelajaran ini memberikan banyak kepuasan bagi saya.		
10	Saya puas dengan evaluasi yang dilakukan oleh guru, dibandingkan dengan penilaian proses belajar yang dilakukan oleh diri saya.		
11	Saya merasa puas dengan apa yang saya peroleh dari kegiatan pembelajaran ini.		
12	Saya merasa mendapatkan penghargaan dari hasil belajar dalam kegiatan pembelajaran ini, baik dalam bentuk nilai, komentar atau masukan lainnya.		
13	Saya berpendapat bahwa nilai dan penghargaan yang saya terima adalah adil jika dibandingkan dengan yang diterima oleh siswa lain.		
14	Saya senang belajar dalam kegiatan pembelajaran ini.		
15	Saya memperoleh masukan yang cukup untuk mengetahui tingkat keberhasilan belajar saya.		
16	Manfaat yang didapat dari pembelajaran ini secara pribadi adalah jelas bagi saya.		



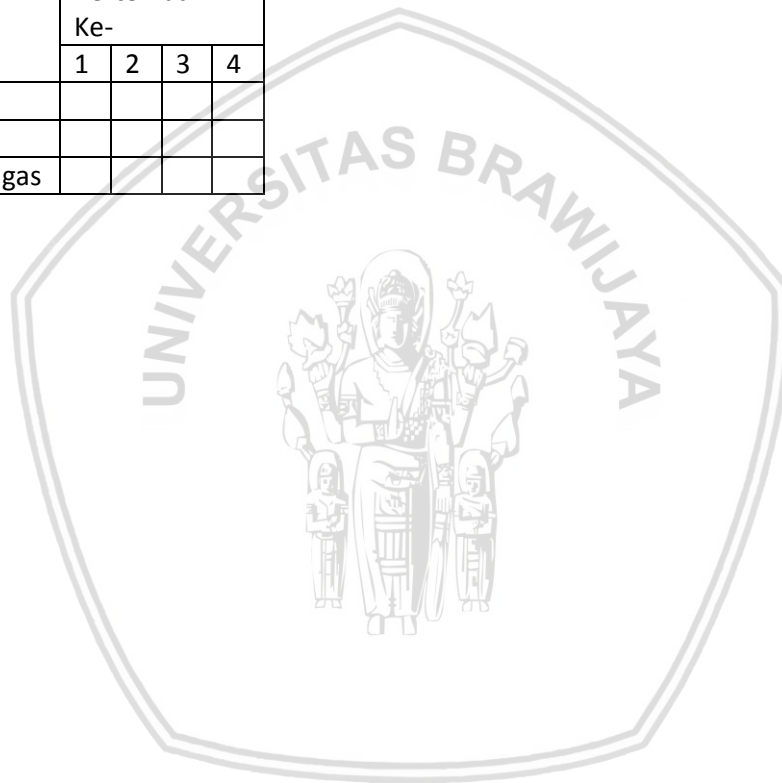
No	Pernyataan	Jawaban	
		Ya	Tidak
17	Saya merasa <del>terlalu sulit</del> <sup>kesulitan</sup> dalam mengikuti materi pembelajaran ini.		
18	Saya merasa bahwa kegiatan pembelajaran ini kurang menarik.		
19	Saya tidak melihat adanya hubungan antara isi pelajaran ini dengan sesuatu yang telah saya ketahui.		
20	Saya tidak merasakan bahwa saya akan memperoleh banyak keuntungan dari pembelajaran ini		
21	Saya merasa agak kecewa dengan pembelajaran ini.		
22	Saya merasa kesulitan untuk memprediksi berapa nilai yang akan diberikan oleh guru untuk tugas-tugas yang diberikan kepada saya.		
23	Apakah saya akan berhasil/tidak berhasil dalam pembelajaran ini, hal itu tergantung pada saya.		
24	Saya sering melamun di dalam kelas.		
No.	Pernyataan	Jawaban	
		Ya	Tidak
25	Dalam pembelajaran ini, saya mencoba menentukan standar keberhasilan yang sempurna.		
26	Isi pembelajaran ini sesuai dengan harapan dan tujuan saya.		
27	Saya yakin bahwa saya akan berhasil dalam materi pembelajaran ini.		
28	Saya harus bekerja sangat keras agar berhasil dalam pembelajaran ini.		
29	Saya memerlukan keberuntungan untuk mendapatkan nilai yang baik dalam pembelajaran ini.		
30	Untuk mencapai tujuan, penting bagi saya untuk berhasil dalam pembelajaran ini.		
31	Pada saat saya mengikuti pembelajaran ini, saya percaya bahwa saya akan berhasil jika saya berupaya cukup keras.		
32	Saya berpendapat bahwa tingkat tantangan dalam pembelajaran ini sudah tepat, tidak terlalu gampang dan tidak terlalu sulit.		
33	Jumlah tugas yang harus saya kerjakan <del>adalah</del> sudah memadai untuk pembelajaran semacam ini.		
34	Saya merasa bahwa hal-hal yang saya pelajari dalam kegiatan pembelajaran ini akan bermanfaat bagi saya.		



**Appendix 11. Observation checklist (form)****CHECKLIST INDIVIDUAL**

Arsip :  
Nama Sekolah :  
Responden :  
Observer :  
Siklus :

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas				



## Appendix 12. Lesson Plan (example)

**RPP (Rancangan Pelaksanaan Pembelajaran)**

**Satuan Pendidikan :** SMP Negeri 7 Malang  
**Mata Pelajaran :** Bahasa Inggris  
**Kelas/Semester :** VIII / 1  
**Materi Pokok :** You Are Invited!  
**Topik :** Greeting Cards  
**Alokasi Waktu :** 2 X 40 Menit (1x2jp)

**A. Kompetensi Inti**

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
 KI 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar Dan Indikator**

KI	KD	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
		1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2	2.1. Menunjukkan perilaku santun dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dalam melaksanakan komunikasi dengan guru dan teman
	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman

3	3.4 Menerapkan struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social dari teks Undangan pribadi dan ucapan selamat ( <i>greeting card</i> ), sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi social dari teks Undangan pribadi 3.4.2 Menyebutkan teks Undangan pribadi 3.4.3 Merespon teks Undangan pribadi
4	4.4 Menangkap makna Undangan pribadi dan ucapan selamat ( <i>greeting card</i> ), sangat pendek dan sederhana.  4.5 Menyusun teks tulis Undangan pribadi dan ucapan selamat ( <i>greeting card</i> ), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial,	

### C. MATERI PEMBELAJARAN

#### Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman.

#### Struktur teks

1. Menyebutkan tujuan dari (b) ucapan selamat (*greeting card*).
2. Menyebutkan informasi rinci dari dan (b) ucapan selamat (*greeting card*).

#### Unsur kebahasaan

- 1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.
- 2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- 3) Ucapan, tekanan kata, intonasi
- 4) Ejaan dan tanda baca
- 5) Tulisan tangan

#### Topik

Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.

## D. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Communicative Language Teaching

## E. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Sintaks Model Pembelajaran	Deskripsi	Alokasi waktu
<b>Pendahuluan</b>		<ul style="list-style-type: none"> <li>- Guru menyapa siswa</li> <li>- Guru dan siswa memulai pembelajaran dengan berdoa</li> <li>- Guru mengisi daftar presensi siswa</li> <li>- Guru mengajak siswa berpikir dan berdialog tentang kehidupan sehari-hari yang terkait dengan materi yaitu <i>greeting</i>, sekaligus juga dengan memberi contoh <i>greeting</i> “<i>Congratulation, you win!</i>”</li> <li>- Guru memberitahukan materi pembelajaran selanjutnya</li> </ul>	5 menit
<b>Kegiatan inti</b>	<i>Stimulation (Stimulasi/ Pemberian Rangsangan)</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Siswa mengamati cerita yang terjadi pada film yang diputar oleh guru</li> <li>- Siswa mengamati contoh instruksi yang diucapkan atau diperdengarkan dalam film</li> <li>- Siswa mengamati cara pengucapan <i>greeting</i> dari film tersebut serta contoh dari ppt dengan cara mengikuti guru</li> <li>- Siswa mengamati contoh <i>greeting</i> yang ada di buku “<i>When English Rings a Bell</i>”</li> <li>- Siswa mengidentifikasi struktur teks dan unsur kebahasaan dalam contoh tersebut</li> </ul>	10 menit
	<i>Problem Statement (Identifikasi masalah)</i>	<b>Menanya</b> <p>Siswa mempertanyakan cara menyampaikan undangan</p>	5 menit

	<b>Data Collection (Pengumpulan Data)</b>	<p>dengan tepat dan dengan intonasi yang baik &amp; benar</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Secara berkelompok siswa diminta untuk membaca contoh kalimat <i>greeting</i> yang terdapat pada format ppt (<i>Example I &amp; II: p. 58-60</i>)</li> <li>- Siswa diminta untuk mencari contoh kalimat berupa <i>greeting</i> yang tepat dalam bentuk lain</li> <li>- Secara berkelompok siswa diminta untuk mengerjakan tugas yaitu membuat kalimat ucapan <i>greeting</i> sesuai dengan tema yang telah ditentukan di ppt</li> </ul>	15 menit
	<b>Data Processing (Pengolahan Data)</b>	<p><b>Mengasosiasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa secara berpasangan membuat ucapan <i>greeting</i> dengan menggunakan kalimat yang tepat dan sesuai berdasarkan pola yang sudah tersedia dalam contoh pembuatan surat undangan</li> </ul>	20 menit
	<b>Verification (Pembuktian)</b>	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan hasil dari pembuatan kalimat <i>greeting</i></li> </ul>	20 menit

<b>Penutup</b>		<ul style="list-style-type: none"> <li>- Guru bersama siswa menyimpulkan hasil pembelajaran hari ini</li> <li>- Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa</li> <li>- Guru menyampaikan rencana pertemuan berikutnya dan meminta siswa untuk mempelajari materi .</li> <li>- Guru mengakhiri kegiatan pembelajaran di kelas dengan berdoa</li> </ul>	5 menit
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## F. Sumber dan Media Pembelajaran

- Media : Film, Gambar  
 Alat : Laptop, Projector  
 Sumber belajar : - Buku bahasa inggris *When English Rings a Bell*  
 - Video Youtube yang berjudul *Mr. Bean: News Year Eve Party*  
 (<https://www.youtube.com/watch?v=eSa9-BIM89U>)  
 - Powerpoint

## G. Penilaian

### A. PENILAIAN

#### Penilaian KI 1 (Sikap Spiritual)

- a. Jenis Penilaian : Non Tes  
 b. Bentuk : Observasi  
 c. Indikator : 1.1.1 Menunjukkan sikap bersungguh-sungguh kesempatan dapat mempelajari bahasa Inggris  
 d. Instrumen : Lembar Observasi (guru)

#### Rubrik Penilaian:

Deskriptor	Skor
Sangat sering menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	4
Sering menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	3



Beberapa kali menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	2
Pernah menunjukkan sikap bersungguh-sungguh dalam kegiatan pembelajaran	1

**Pedoman Penskoran:**

**Skor akhir =  $\frac{\text{Jumlah perolehan siswax}}{4} \times 100$**

**4**

**Penilaian KI 2 (Sikap Sosial)**

- a. Jenis Penilaian : Non Tes
- b. Bentuk : Jurnal, Observasi guru
- c. Indikator :
- 2.1.1 Menunjukkan perilaku santun saat melaksanakan fungsi sosial menyatakan dan menanyakan tentang maksud dan tujuan melakukan suatu tindakan /kegiatan, sesuai dengan konteks penggunaannya.
- 2.2.1 Menunjukkan perilaku peduli dengan melaksanakan fungsi sosial menyatakan dan menanyakan tentang maksud dan tujuan melakukan suatu tindakan /kegiatan, sesuai dengan konteks penggunaannya.
- 2.2.3 Menunjukkan perilaku percaya diri saat melaksanakan fungsi sosial menyatakan dan menanyakan tentang maksud dan tujuan melakukan suatu tindakan /kegiatan
- d. Instrumen : Catatan Guru
- e. Pedoman Penilaian :

### Lembar Jurnal Sikap Santun (Catatan Guru)

Nama: .....		
Kelas: .....		
Hari, tanggal	Kejadian	Keterangan

### Lembar Observasi Guru

No.	Aspek Yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Santun (Respect)	Sangat sering menunjukkan sikap santun		5	4
		Sering menunjukkan sikap santun		4	3
		Beberapa kali menunjukkan sikap santun		3	2
		Pernah menunjukkan sikap santun	Jarang menunjukkan sikap santun	2	1
		Tidak pernah menunjukkan sikap santun		1	

No.	Aspek Yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
2	Peduli (Care)	Sangat sering menunjukkan sikap santun		5	4
		Sering menunjukkan sikap santun		4	3
		Beberapa kali menunjukkan sikap santun		3	2
		Pernah menunjukkan sikap santun	Jarang menunjukkan sikap santun	2	1
		Tidak pernah menunjukkan sikap santun		1	

No.	Aspek Yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
3	Tanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap santun		5	4
		Sering menunjukkan sikap santun		4	3
		Beberapa kali menunjukkan sikap santun		3	2
		Pernah menunjukkan sikap santun	Jarang menunjukkan sikap santun	2	1
		Tidak pernah menunjukkan sikap santun		1	

No.	Aspek Yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
3	Kerjasama (Cooperation)	Sangat sering menunjukkan sikap santun		5	4
		Sering menunjukkan sikap santun		4	3
		Beberapa kali menunjukkan sikap santun		3	2
		Pernah menunjukkan sikap santun	Jarang menunjukkan sikap santun	2	1
		Tidak pernah menunjukkan sikap santun		1	

No.	Aspek Yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
3	Cinta Damai (Peaceful)	Sangat sering menunjukkan sikap santun		5	4
		Sering menunjukkan sikap santun		4	3
		Beberapa kali menunjukkan sikap santun		3	2
		Pernah menunjukkan sikap santun	Jarang menunjukkan sikap santun	2	1
		Tidak pernah menunjukkan sikap santun		1	

Mengetahui  
Guru SMP Negeri 7 Malang

Malang, 30 Oktober 2017  
Guru Mata Pelajaran

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## Lampiran

1. Buku "When English Rings a Bell" hal. 58-59, 62-63



2. Film

Video Youtube yang berjudul *Mr. Bean: News Year Eve Party*  
(<https://www.youtube.com/watch?v=eSa9-BIM89U>)



3. Contoh Tugas



## Appendix 13. Cronbach Alpha Estimation

2008

KNOWLEDGE ARCHIVES

Azuar Juliandi

# [UJI RELIABILITAS INSTRUMEN PENELITIAN DENGAN CRONBACH ALPHA : MANUAL]

Tulisan ini merupakan sebagian materi pelengkap dalam pembelajaran metodologi penelitian di Fakultas Ekonomi Universitas Muhammadiyah Sumatera Utara, Medan, Tahun 2007-2008.

Juliandi, Azuar. (2008). *Uji reliabilitas instrumen penelitian dengan Cronbach Alpha : Manual*. <http://doi.org/10.5281/zenodo.1067928>  
DOI: 10.5281/zenodo.1067928



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### UJI RELIABILITAS INSTRUMEN PENELITIAN DENGAN CRONBACH ALPHA (MANUAL)

Rumus untuk menghitung koefisien reliabilitas instrumen dengan menggunakan Cronbach Alpha adalah sebagai berikut:

$$r = 1 - \frac{k}{(k-1)} \left( 1 - \frac{\sum \sigma_b^2}{\sigma_y^2} \right)$$

Keterangan:

$r$  = koefisien reliabilitas instrumen (cronbach alpha)

$k$  = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$  = total varians butir

$\sigma_y^2$  = total varians

No.	Jawaban Angket						
Resp.	1	2	3	4	5	Total	Total Kuadrat
1	4	4	3	4	4	19	361 <sup>(A)</sup>
2	3	3	4	4	4	18	324
3	2	2	2	2	4	12	144
4	3	4	4	4	4	19	361
5	3	4	4	4	3	20	400
6	4	3	3	4	4	18	324
7	2	3	3	4	3	17	289
8	4	4	4	2	4	18	324
9	4	4	4	2	4	18	324
10	4	4	4	4	4	20	400
Jumlah	33	35	35	34	42	179	3251 <sup>(B)</sup>
Jumlah Kuadrat	115 <sup>(C)</sup>	127	127	124	178	115	

Keterangan:

$$361^{(A)} \rightarrow 19^2$$

$$115^{(B)} \rightarrow 4^2+3^2+2^2+3^2+3^2+4^2+2^2+4^2+4^2+4^2$$

$$3251^{(C)} \rightarrow 361+324+144+361+400+324+289+324+324+400$$

Menghitung Total Varians Butir ( $\sum \sigma_b^2$ )

Contoh menghitung varians Butir ( $\sigma_b^2$ ) pertama

$$\sigma_b^2 = \frac{115 - \frac{33^2}{10}}{10} = 0,81$$

Varians butir ke-2 sampai ke-5 dapat dihitung dengan cara yang sama seperti menghitung varians butir 1. Dengan demikian, total varians butir:

$$\begin{aligned}\sum \sigma_i^2 &= 0,61+0,45+0,45+0,84+0,16 \\ &= 2,51\end{aligned}$$

Menghitung Total Varians ( $\sigma^2$ )

$$\begin{aligned}&= \frac{3251 - \frac{175^2}{10}}{10} \\ &= 4,69\end{aligned}$$

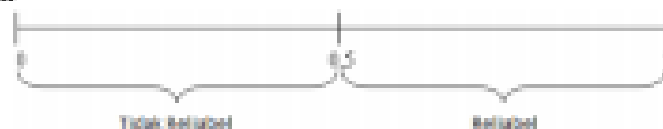
Menghitung Koefisien Cronbach Alpha

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right]$$

$$\begin{aligned}r &= \left[ \frac{5}{(5-1)} \right] \left[ 1 - \frac{2,51}{4,69} \right] \\ &= 0,581023 \text{ (dibulatkan menjadi } 0,58)\end{aligned}$$

Untuk menjadi perhatian

- Nilai-nilai untuk pengujian reliabilitas berasal dari skor-skor item angket yang valid. Item yang tidak valid tidak dilibatkan dalam pengujian reliabilitas.
- Instrumen memiliki tingkat reliabilitas yang tinggi jika nilai koefisien yang diperoleh  $>0,60^2$ . Ada pendapat lain yang mengemukakan baik/ buruknya reliabilitas instrumen dapat dikonsultasikan dengan nilai  $r$  tabel. Dari contoh di atas, dengan  $n=10$  maka nilai  $r$  tabel pada taraf signifikan ( $\alpha$ )=0,05, adalah 0,632. Dengan demikian nilai  $r$ -hitung  $0,58 < r$ -tabel  $0,632$ , perbandingan ini menunjukkan hasil yang tidak signifikan, atau dengan kata lain reliabilitas instrumen buruk atau data hasil instrumen angket kurang dapat dipercaya.
- Interpretasi reliabilitas bisa juga menggunakan pertimbangan gambar di bawah ini



<sup>2</sup> Isnan Ghosali, 2002. *Aplikasi analisis multivariat dengan program SPSS*. Semarang: Badan Penelitian Universitas Diponegoro, Min. 111

## Appendix 14. Result of questionnaire (Attention)

**Hasil Perhitungan Angket ARCS  
(Attention)**

No. Resp	Nama	Jawaban Soal Angket								Total	Total Kuadrat
		1	3	4	5	6	8	18 <sup>(R)</sup>	24 <sup>(R)</sup>		
1	Acmad Adi Setiawan Putera	4	1	4	5	3	4	4	4	29	841 <sup>(a)</sup>
2	Anggun Febrianti	5	2	4	4	4	4	4	4	31	961
3	Aura Geofany										
4	Bagus Pamungkas	4	5	4	5	4	3	2	3	30	900
5	Fatimatus Zahro	5	2	4	4	5	5	4	4	33	1089
6	Faulanita Pawittri Trisnawati		3	4	5	4	5	3	4	28	784
7	Figo Arma Charlistio										
8	Fira Aulia Umi Rahmawati	5	4	5	5	4	5	5	5	38	1444
9	Frans Audley Diva Erhasa	4	2	4	5	4	4	2	1	26	676
10	Ilvi Hamaidiah	5	4	5	5	4	3	4	4	34	1156
11	Irfiana Zuhfriyanti	3	2	4	4	4	3	3	4	27	729
12	Kolbiyatul Fitriyah Khasanah	4	1	5	5	3	4	4	3	29	841
13	Mochammad Aliffian A.										
14	Muhammad Amiruddin	5	1	3	3	1	4	5	5	27	729
15	Muhammad Deni	4	3	4	4	4	4	3	3	29	841
16	Muhammad Faris Mahbubi	4	2	5	4	3	4	4	2	28	784
17	Muhammad Raka Arsyl M.	4	1	5	4	3	3	3	3	26	676
18	Muhammad Ryan M. Syam	4	1	4	5	3	4	4	3	28	784
19	Muhammad Rizki Ardiansyah	4	2	3	4	2	2	4	2	23	529
20	Muhammad Rizki Ananda	4	4	4	4	3	3	3	1	26	676
21	Mutiara Anissa F. Islam	5	4	5	5	4	5	4	4	36	1296
22	Nabila Adinda Feriza	4	4	4	4	3	4	3	2	28	784
23	Nanda Putra Wahyudi	3	2	4	4	3	5	4	5	30	900
24	Naufal Putra Azizi Rahman	4	1	4	5	3	4	4	4	29	841
25	Naura Nabila Khairunnisa	3	1	3	5	4	4	4	2	26	676
26	Noka Maharani	5	2	5	5	4	5	4	4	34	1156
27	Novi Dwi Safitri	3	1	4	3	4	4	5	5	29	841
28	Revanda Dhea Amelita	5	2	5	5	4	4	4	4	33	1089
29	Rizky Galih Ramadhan	4	3	4	4	4	4	4	4	31	961
30	Sabrina Amalia	4	1	4	5	4	5	4	2	29	841
31	Safira Ayani Putri	3	4	4	4	3	4	4	2	28	784
32	Satria Suhardiansyah	5	3	5	4	3	5	5	4	34	1156
33	Theshara Devanda C.A.	4	3	2	3	4	4	4	5	29	841
34	Veni Yuanita	4	2	4	4	4	4	3	4	29	841
<b>Jumlah</b>		124	73	128	135	109	125	117	106	917	27447 <sup>(c)</sup>
<b>Jumlah Kuadrat</b>		526 <sup>(b)</sup>	215	544	601	401	521	459	404		

Keterangan :

$$841^{(a)} \rightarrow 29^2$$

$$526^{(b)} \rightarrow 4^2 + 5^2 + \dots + 4^2 + 4^2$$

$$27447^{(c)} \rightarrow 841 + 961 + \dots + 841 + 841$$

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Keterangan:

$r$  = koefisien reliabilitas instrument (cronbach alpha)

$k$  = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$  = total varians butir

$\sigma_t^2$  = total varians

### Menghitung Total Varians Butir ( $\sum \sigma_b^2$ )

Butir ke - 1

$$\sigma_b^2 = \frac{526 - \frac{124^2}{31}}{31} = \frac{526 - \frac{15376}{31}}{31} = \frac{526 - 496}{31} = \frac{30}{31} = 0,96$$

Butir ke - 3

$$\sigma_b^2 = \frac{215 - \frac{73^2}{31}}{31} = \frac{215 - \frac{5329}{31}}{31} = \frac{215 - 171,90}{31} = \frac{43,1}{31} = 1,39$$

Butir ke - 4

$$\sigma_b^2 = \frac{544 - \frac{128^2}{31}}{31} = \frac{544 - \frac{16384}{31}}{31} = \frac{544 - 528,51}{31} = \frac{15,48}{31} = 0,49$$

Butir ke - 5

$$\sigma_b^2 = \frac{601 - \frac{135^2}{31}}{31} = \frac{601 - \frac{18225}{31}}{31} = \frac{601 - 587,90}{31} = \frac{13,1}{31} = 0,42$$

Butir ke - 6

$$\sigma_b^2 = \frac{401 - \frac{109^2}{31}}{31} = \frac{401 - \frac{11881}{31}}{31} = \frac{401 - 383,25}{31} = \frac{17,75}{31} = 0,57$$

Butir ke - 8

$$\sigma_b^2 = \frac{521 - \frac{125^2}{31}}{31} = \frac{521 - \frac{15625}{31}}{31} = \frac{521 - 504,03}{31} = \frac{16,97}{31} = 0,55$$

Butir ke – 18

$$\sigma_b^2 = \frac{459 - \frac{117^2}{31}}{31} = \frac{459 - \frac{13689}{31}}{31} = \frac{459 - 441,58}{31} = \frac{17,42}{31} = 0,56$$

Butir ke – 24

$$\sigma_b^2 = \frac{404 - \frac{106^2}{31}}{31} = \frac{404 - \frac{11236}{31}}{31} = \frac{404 - 362,45}{31} = \frac{41,55}{31} = 1,34$$

$$\begin{aligned}\sum \sigma_b^2 &= 0,96 + 1,39 + 0,49 + 0,42 + 0,57 + 0,55 + 0,56 + 1,34 \\ &= 6,28\end{aligned}$$

**Menghitung Total Varians ( $\sigma_t^2$ )**

$$= \frac{27447 - \frac{917^2}{31}}{31} = \frac{27447 - \frac{840889}{31}}{31} = \frac{27447 - 27125,45}{31} = \frac{321,55}{31} = 10,37$$

Menghitung Koefisien Cronbach Alpha

$$= \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

$$= \left[ \frac{8}{8-1} \right] \left[ 1 - \frac{6,28}{10,37} \right]$$

$$= \left[ \frac{8}{7} \right] [1 - 0,60]$$

$$= [1,14] [0,93]$$

$$= 0,45$$

## Appendix 15. Result of questionnaire (Relevance)

**Hasil Perhitungan Angket ARCS  
(Relevance)**

No. Resp	Nama	Jawaban Soal Angket									Total	Total Kuadrat
		2	7	16	19 <sup>(R)</sup>	20 <sup>(R)</sup>	25	26	30	34		
1	Acmad Adi Setiawan Putera	5	3	5	4	4	4	4	4	5	30	900 <sup>(a)</sup>
2	Anggun Febrianti	4	5	4	4	4	4	4	5	4	38	1444
3	Aura Geofany										0	0
4	Bagus Pamungkas	3	3	4	2	3	4	3	4	4	30	900
5	Fatimatus Zahro	4	4	4	4	3	3	4	5	5	36	1296
6	Faulanita Pawittri Trisnawati	4	3	5	3	2	4	4	4	4	33	1089
7	Figo Arma Charlistio										0	0
8	Fira Aulia Umi Rahmawati	5	4	4	5	5	4	5	5	5	42	1764
9	Frans Audley Diva Erhasa	4	5	3	1	1	2	3	4	5	28	784
10	Ilvi Hamaidiah	5	4	4	4	3	4	4	4	4	36	1296
11	Irfiana Zuhfriyanti	4	4	3	3	3	4	3	3	4	31	961
12	Kolbiyatul Fitriyah Khasanah	3	2	4	4	4	4	4	4	3	32	1024
13	Mochammad Aliffian A.										0	0
14	Muhammad Amiruddin	5	5	5	5	5	5	5	3	5	43	1849
15	Muhammad Deni	4	3	4	3	3	4	4	4	4	33	1089
16	Muhammad Faris Mahbubi	4	3	4	4	3	4	3	4	3	32	1024
17	Muhammad Raka Arsylmajid	4	4	4	2		4	4	4	4	30	900
18	Muhammad Ryan M. Syam	5	3	5	3	3	5	3	5	5	37	1369
19	Muhammad Rizki Ardiansyah	3	3	4	4	4	4	4	2	4	32	1024
20	Muhammad Rizki Ananda	3	3	5	2	3	5	4	4	5	34	1156
21	Mutiara Anissa F. Islam	5	5	5	4	4	5	5	5	5	43	1849
22	Nabila Adinda Feriza	4	4	3	2	3	3	3	4	5	31	961
23	Nanda Putra Wahyudi	3	4	4	3	2	4	4	3	5	32	1024
24	Naufal Putra Azizi Rahman	4	3	4	4	3	4	4	4	5	35	1225
25	Naura Nabila Khairunnisa	4	4	3	3	4	5	4	4	4	35	1225
26	Noka Maharani	4	5	4	3	4	5	4	5	5	39	1521
27	Novi Dwi Safitri	4	3	4	4	4	3	4	3	5	34	1156
28	Revanda Dhea Amelita	4	5	4	4	4	4	4	5	4	38	1444
29	Rizky Galih Ramadhan	4	3	4	4	4	4	4	4	4	35	1225
30	Sabrina Amalia	4	5	3	4	5	4	4	4	5	38	1444
31	Safira Ayani Putri	3	3	3	4	4	4	3	4	4	32	1024
32	Satria Suhardiansyah	5	5	3	4		4	3	5	5	34	1156
33	Theshara Devanda C.A.	4	4	4	5	5	4	4	2	4	36	1296
34	Veni Yuanita	4	4	3	2	3	4	3	4	4	31	961
<b>Jumlah</b>		125	118	122	107	102	125	118	124	137	1070	37380 <sup>(c)</sup>



Jumlah Kuadrat		517 (b)	472	494	399	384	501	460	516	617		
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Keterangan :

$$900^{(a)} \rightarrow 30^2$$

$$517^{(b)} \rightarrow 5^2 + 4^2 + \dots + 4^2 + 4^2$$

$$37380^{(c)} \rightarrow 900 + 144 + \dots + 1296 + 961$$

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Keterangan:

$r$  = koefisien reliabilitas instrument (cronbach alpha)

$k$  = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$  = total varians butir

$\sigma_t^2$  = total varians

### Menghitung Total Varians Butir ( $\sum \sigma_b^2$ )

Butir ke - 2

$$\sigma_b^2 = \frac{517 - \frac{125^2}{31}}{31} = \frac{517 - \frac{15625}{31}}{31} = \frac{517 - 504,03}{31} = \frac{12,97}{31} = 0,42$$

Butir ke - 7

$$\sigma_b^2 = \frac{472 - \frac{118^2}{31}}{31} = \frac{472 - \frac{13924}{31}}{31} = \frac{472 - 449,16}{31} = \frac{22,84}{31} = 0,74$$

Butir ke - 16

$$\sigma_b^2 = \frac{494 - \frac{122^2}{31}}{31} = \frac{494 - \frac{14884}{31}}{31} = \frac{494 - 480,12}{31} = \frac{13,88}{31} = 0,45$$

Butir ke - 19<sup>(R)</sup>

$$\sigma_b^2 = \frac{399 - \frac{107^2}{31}}{31} = \frac{399 - \frac{11449}{31}}{31} = \frac{399 - 369,32}{31} = \frac{29,68}{31} = 0,96$$

Butir ke - 20<sup>(R)</sup>

$$\sigma_b^2 = \frac{384 - \frac{102^2}{31}}{31} = \frac{384 - \frac{10404}{31}}{31} = \frac{368 - 335,61}{31} = \frac{32,39}{31} = 1,04$$

Butir ke - 25

$$\sigma_b^2 = \frac{501 - \frac{125^2}{31}}{31} = \frac{501 - \frac{15625}{31}}{31} = \frac{501 - 504,03}{31} = \frac{3,03}{31} = -0,1$$

Butir ke – 26

$$\sigma_b^2 = \frac{460 - \frac{118^2}{31}}{31} = \frac{460 - \frac{13924}{31}}{31} = \frac{460 - 449,16}{31} = \frac{10,84}{31} = 0,35$$

Butir ke – 30

$$\sigma_b^2 = \frac{516 - \frac{124^2}{31}}{31} = \frac{516 - \frac{15376}{31}}{31} = \frac{516 - 496}{31} = \frac{20}{31} = 0,65$$

Butir ke – 34

$$\sigma_b^2 = \frac{617 - \frac{137^2}{31}}{31} = \frac{617 - \frac{18769}{31}}{31} = \frac{617 - 605,45}{31} = \frac{11,55}{31} = 0,37$$

**Menghitung Total Butir Varians (2,7,16,19,20,25,26,30,34)**

$$\begin{aligned} \sum \sigma_b^2 &= 1,42 + 0,74 + 0,45 + 0,96 + 1,04 + (-0,1) + 0,35 + 0,65 + 0,37 \\ &= 5,88 \end{aligned}$$

**Menghitung Total Varians ( $\sigma_t^2$ )**

$$= \frac{37380 - \frac{1070^2}{31}}{31} = \frac{37380 - \frac{1144900}{31}}{31} = \frac{37380 - 36932,25}{31} = \frac{447,75}{31} = 14,43$$

Menghitung Koefisien Cronbach Alpha

$$= \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

$$= \left[ \frac{9}{9-1} \right] \left[ 1 - \frac{5,88}{14,43} \right]$$

$$= \left[ \frac{9}{8} \right] [1 - 0,4]$$

$$= [1,13] [0,4]$$

$$= 0,67$$

## Appendix 16. Result of Questionnaire (Confidence)

**Hasil Perhitungan Angket ARCS  
(Confidence)**

No. Resp	Nama	Jawaban Soal Angket								Total	Total Kuadrat
		15	17 <sup>(R)</sup>	22 <sup>(R)</sup>	23	27	29	31	32		
1	Acmad Adi Setiawan Putera	4	4	2	4	3	2	4	3	26	676 <sup>(a)</sup>
2	Anggun Febrianti	4	4	4	4	5	4	5	4	34	1156
3	Aura Geofany										
4	Bagus Pamungkas	3	1	2	5	5	4	4	3	27	729
5	Fatimatus Zahro	5	5	5	1	3	1	5	4	29	841
6	Faulanita Pawittri Trisnawati	4	3	2	4	4	2	4	4	27	729
7	Figo Arma Charlistio										
8	Fira Aulia Umi Rahmawati	4	5	5	1	5	5	5	5	35	1225
9	Frans Audley Diva Erhasa	4	2	3	4	4	5	5	4	31	961
10	Ilvi Hamaidiah	4	4	2	2	4	4	2	4	26	676
11	Irfiana Zuhfriyanti	4	3	3	4	3	3	4	4	28	784
12	Kolbiyatul Fitriyah Khasanah	4	4	4	2	4	3	4	4	29	841
13	Mochammad Aliffian A.										
14	Muhammad Amiruddin	5	5	5	5	5	1	5	5	36	1296
15	Muhammad Deni	4	3	3	3	4	4	4	4	29	841
16	Muhammad Faris Mahbubi	4	3	3	2	3	4	4	4	27	729
17	Muhammad Raka Arsylmajid	4	3	2	3	4	4	3	4	27	729
18	Muhammad Ryan M. Syam	5	3	2	5	3	4	4	3	29	841
19	Muhammad Rizki Ardiansyah	4	4	3	2	4	5	4	4	30	900
20	Muhammad Rizki Ananda	4	2	1	5	4	4	5	3	28	784
21	Mutiara Anissa F. Islam	5	4	3	2	5	5	5	5	34	1156
22	Nabila Adinda Feriza	4	3	2	3	4	4	3	4	27	729
23	Nanda Putra Wahyudi	4	2	3	4	4	4	5	4	30	900
24	Naufal Putra Azizi Rahman	4	3	3	2	3	4	4	4	27	729
25	Naura Nabila Khairunnisa	4	4	4	3	4	5	5	4	33	1089
26	Noka Maharani	4	4	4	4	4	4	5	5	34	1156
27	Novi Dwi Safitri	4	4	5	3	5	4	3	2	30	900
28	Revanda Dhea Amelita	4	4	4	4	4	4	4	4	32	1024
29	Rizky Galih Ramadhan	4	4	2	4	4	2	4	4	28	784
30	Sabrina Amalia	4	2	3	1	4	4	5	3	26	676
31	Safira Ayani Putri	4	3	3	3	3	3	4	4	27	729
32	Satria Suhardiansyah	4	5	5	5	5	2	4	5	35	1225
33	Theshara Devanda C.A.	4	4	4	1	3	3	3	3	25	625
34	Veni Yuanita	4	3	3	4	3	4	4	4	29	841
<b>Jumlah</b>		127	107	99	99	122	111	129	121	915	27301 <sup>(c)</sup>
<b>Jumlah Kuadrat</b>		525 <sup>(b)</sup>	399	353	367	496	435	555	487		

Keterangan :

$$676^{(a)} \rightarrow 26^2$$

$$525^{(b)} \rightarrow 4^2 + 4^2 + \dots + 4^2 + 4^2$$

$$27301^{(c)} \rightarrow 676 + 1156 + \dots + 625 + 841$$

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Keterangan:

$r$  = koefisien reliabilitas instrument (cronbach alpha)

$k$  = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$  = total varians butir

$\sigma_t^2$  = total varians

### Menghitung Total Varians Butir ( $\sum \sigma_b^2$ )

Butir ke - 15

$$\sigma_b^2 = \frac{525 - \frac{127^2}{31}}{31} = \frac{525 - \frac{16129}{31}}{31} = \frac{525 - 520,29}{31} = \frac{4,71}{31} = 0,15$$

Butir ke - 17 <sup>(R)</sup>

$$\sigma_b^2 = \frac{399 - \frac{107^2}{31}}{31} = \frac{399 - \frac{11449}{31}}{31} = \frac{399 - 369,32}{31} = \frac{29,68}{31} = 0,95$$

Butir ke - 22 <sup>(R)</sup>

$$\sigma_b^2 = \frac{353 - \frac{99^2}{31}}{31} = \frac{353 - \frac{9801}{31}}{31} = \frac{353 - 316,16}{31} = \frac{36,84}{31} = 1,18$$

Butir ke - 23

$$\sigma_b^2 = \frac{394 - \frac{104^2}{31}}{31} = \frac{394 - \frac{10816}{31}}{31} = \frac{394 - 348,90}{31} = \frac{45,1}{31} = 1,45$$

Butir ke - 27

$$\sigma_b^2 = \frac{496 - \frac{122^2}{31}}{31} = \frac{496 - \frac{14884}{31}}{31} = \frac{496 - 480,12}{31} = \frac{15,88}{31} = 0,51$$

Butir ke - 29

$$\sigma_b^2 = \frac{455 - \frac{115^2}{31}}{31} = \frac{455 - \frac{13225}{31}}{31} = \frac{455 - 426,61}{31} = \frac{28,39}{31} = 0,91$$

Butir ke - 31

$$\sigma_b^2 = \frac{555 - \frac{129^2}{31}}{31} = \frac{555 - \frac{16641}{31}}{31} = \frac{555 - 536,80}{31} = \frac{18,2}{31} = 0,58$$

Butir ke – 24

$$\sigma_b^2 = \frac{487 - \frac{121^2}{31}}{31} = \frac{487 - \frac{14641}{31}}{31} = \frac{487 - 472,29}{31} = \frac{14,71}{31} = 0,47$$

**Menghitung Total Butir Varians (2,7,16,19,20,25,26,30,34)**

$$\begin{aligned} \sum \sigma_b^2 &= 0,15 + 0,95 + 1,18 + 1,45 + 0,51 + 0,91 + 0,58 + 0,47 \\ &= 6,2 \end{aligned}$$

**Menghitung Total Varians ( $\sigma_t^2$ )**

$$= \frac{27882 - \frac{924^2}{31}}{31} = \frac{27882 - \frac{853776}{31}}{31} = \frac{27882 - 27541,16}{31} = \frac{340,84}{31} = 10,99$$

Menghitung Koefisien Cronbach Alpha

$$= \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

$$= \left[ \frac{8}{8-1} \right] \left[ 1 - \frac{6,2}{10,99} \right]$$

$$= \left[ \frac{8}{7} \right] [1 - 0,56]$$

$$= [1,14] [0,44]$$

$$= 0,50$$

## Appendix 17. Result of Questionnaire (Satisfaction)

**Hasil Perhitungan Angket ARCS  
(Satisfaction)**

No. Resp	Nama	Jawaban Soal Angket									Total	Total Kuadrat
		9	10	11	12	13	14	21 <sup>(R)</sup>	28 <sup>(R)</sup>	33		
1	Acmad Adi Setiawan Putera	4	4	5	3	4	3	4	1	4	32	1024 <sup>(a)</sup>
2	Anggun Febrianti	4	4	4	4	4	5	4	2	4	35	1225
3	Aura Geofany											
4	Bagus Pamungkas	4	4	2	4	4	5	3	2	5	33	1089
5	Fatimatus Zahro	3	5	3	4	5	5	4	1	4	34	1156
6	Faulanita Pawittri Trisnawati	4	4	4	3	3	4	4	2	4	32	1024
7	Figo Arma Charlistio											
8	Fira Aulia Umi Rahmawati	5	5	5	4	5	4	5	2	5	40	1600
9	Frans Audley Diva Erhasa	5	4	4	4	2	3	2	3	3	30	900
10	Ilvi Hamaidiah	3	4	4	4	4	5	3	2	5	34	1156
11	Irfiana Zuhfriyanti	3	4	4	3	3	4	3	2	3	29	841
12	Kolbiyatul Fitriyah Khasanah	3	4	4	4	5	4	4	2	4	34	1156
13	Mochammad Aliffian A.											
14	Muhammad Amiruddin	5	5	5	5	4	5	5	2	5	41	1681
15	Muhammad Deni	4	4	4	4	4	4	3	2	4	33	1089
16	Muhammad Faris Mahbubi	4	4	4	4	4	5	4	3	4	36	1296
17	Muhammad Raka Arsylmajid	4	4	4	4	4	5	3	2	4	34	1156
18	Muhammad Ryan M. Syam	4	4	5	3	4	3	4	1	3	31	961
19	Muhammad Rizki Ardiansyah	4	4	4	2	3	4	4	2	5	32	1024
20	Muhammad Rizki Ananda	3	4	4	3	4	3	2	1	3	27	729
21	Mutiara Anissa F. Islam	5	5	5	5	5	5	4	1	5	40	1600
22	Nabila Adinda Feriza	3	4	4	4	3	4	3	2	4	31	961
23	Nanda Putra Wahyudi	4	5	5	4	3	5	5	1	3	35	1225
24	Naufal Putra Azizi Rahman	4	5	5	4	4	5	4	2	4	37	1369
25	Naura Nabila Khairunnisa	3	4	4	5	4	4	4	2	4	34	1156
26	Noka Maharani	4	4	5	4	5	4	4	2	5	37	1369
27	Novi Dwi Safitri	4	4	4	4	3	4	5	2	3	33	1089
28	Revanda Dhea Amelita	4	4	4	4	4	5	4	1	4	34	1156
29	Rizky Galih Ramadhan	4	4	4	4	4	4	4	2	4	34	1156
30	Sabrina Amalia	4	3	4	5	4	4	4	1	2	31	961
31	Safira Ayani Putri	4	4	3	4	3	4	4	2	3	31	961
32	Satria Suhardiansyah	4	4	4	5	4	3	3	1	5	33	1089
33	Theshara Devanda C.A.	3	4	3	3	4	4	5	3	4	33	1089
34	Veni Yuanita	3	4	4	3	3	3	3	2	3	28	784
Jumlah		119	129	127	120	119	129	117	56	122	1038	35072 <sup>(c)</sup>
Jumlah Kuadrat		469 <sup>(b)</sup>	543	535	480	473	553	461	112	500		



Keterangan :

$$1024^{(a)} \rightarrow 32^2$$

$$469^{(b)} \rightarrow 4^2 + 4^2 + \dots + 3^2 + 3^2$$

$$35072^{(c)} \rightarrow 1024 + 1225 + \dots + 1089 + 784$$

$$r = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Keterangan:

$r$  = koefisien reliabilitas instrument (cronbach alpha)

$k$  = banyaknya butir pertanyaan atau banyaknya soal

$\sum \sigma_b^2$  = total varians butir

$\sigma_t^2$  = total varians

### Menghitung Total Varians Butir ( $\sum \sigma_b^2$ )

Butir ke - 1

$$\sigma_b^2 = \frac{469 - \frac{119^2}{31}}{31} = \frac{469 - \frac{14161}{31}}{31} = \frac{469 - 456,80}{31} = \frac{12,2}{31} = 0,39$$

Butir ke - 3

$$\sigma_b^2 = \frac{543 - \frac{129^2}{31}}{31} = \frac{543 - \frac{16641}{31}}{31} = \frac{543 - 536,80}{31} = \frac{6,2}{31} = 0,2$$

Butir ke - 4

$$\sigma_b^2 = \frac{535 - \frac{127^2}{31}}{31} = \frac{535 - \frac{16129}{31}}{31} = \frac{535 - 520,29}{31} = \frac{14,71}{31} = 0,47$$

Butir ke - 5

$$\sigma_b^2 = \frac{480 - \frac{120^2}{31}}{31} = \frac{480 - \frac{14400}{31}}{31} = \frac{480 - 464,51}{31} = \frac{15,49}{31} = 0,49$$

Butir ke - 6

$$\sigma_b^2 = \frac{473 - \frac{119^2}{31}}{31} = \frac{473 - \frac{14161}{31}}{31} = \frac{473 - 456,80}{31} = \frac{16,2}{31} = 0,5$$

Butir ke - 8

$$\sigma_b^2 = \frac{553 - \frac{129^2}{31}}{31} = \frac{553 - \frac{16641}{31}}{31} = \frac{553 - 536,80}{31} = \frac{16,2}{31} = 0,52$$

Butir ke - 18

$$\sigma_b^2 = \frac{461 - \frac{117^2}{31}}{31} = \frac{461 - \frac{13689}{31}}{31} = \frac{461 - 441,58}{31} = \frac{19,42}{31} = 0,62$$

Butir ke – 24

$$\sigma_b^2 = \frac{112 - \frac{56^2}{31}}{31} = \frac{112 - \frac{3136}{31}}{31} = \frac{112 - 101,16}{31} = \frac{10,84}{31} = 0,34$$

Butir ke -

$$\sigma_b^2 = \frac{500 - \frac{122^2}{31}}{31} = \frac{500 - \frac{14884}{31}}{31} = \frac{500 - 480,12}{31} = \frac{19,88}{31} = 0,64$$

**Menghitung Total Butir Varians (2,7,16,19,20,25,26,30,34)**

$$\begin{aligned} \sum \sigma_b^2 &= 0,39 + 0,2 + 0,47 + 0,49 + 0,5 + 0,52 + 0,62 + 0,34 + 0,64 \\ &= 4,17 \end{aligned}$$

**Menghitung Total Varians ( $\sigma_t^2$ )**

$$= \frac{35072 - \frac{1038^2}{31}}{31} = \frac{35072 - \frac{1077444}{31}}{31} = \frac{35072 - 34756,25}{31} = \frac{315,75}{31} = 10,18$$

Menghitung Koefisien Cronbach Alpha

$$= \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

$$= \left[ \frac{8}{8-1} \right] \left[ 1 - \frac{4,17}{10,18} \right]$$

$$= \left[ \frac{8}{7} \right] [1 - 0,40]$$

$$= [1,14] [0,6]$$

$$= 0,68$$

**Appendix 18. Observation checklist (result)****CHECKLIST INDIVIDUAL**

Arsip : 1  
 Nama Sekolah : SMP Negeri 7 Malang  
 Responden : VIII G  
 Observer : Yudoro  
 Siklus : 1

**1. Achmad Adi Setyawan Putra**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya			✓	
2.	Menjawab				✓
3.	Mengerjakan Tugas	✓		✓	

**5. Fatimahtus Zahro**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓	✓	✓	
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

**2. Anggun Febrianti**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

**6. Faulanita Pawittri**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓	✓	✓	
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

**3. Aura Geofany**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		
2.	Menjawab		✓		
3.	Mengerjakan Tugas	✓		✓	

**7. Figo Arma Charlisto**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas			✓	

**4. Bagus Pamungkas**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓			
2.	Menjawab				✓
3.	Mengerjakan Tugas	✓		✓	

**8. Fira Aulia Umi Rahmawati**

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 9. Frans Audley Deva Erhasa

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas				

## 14. Muhammad Amiruddin

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓			
2.	Menjawab				
3.	Mengerjakan Tugas	✓		✓	

## 10. Ilvi Hamaidah

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓		✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 15. Muhammad Deni

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 11. Irfiana Zuhfriyanti

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		✓
2.	Menjawab				✓
3.	Mengerjakan Tugas	✓		✓	

## 16. Muhammad Faris Mahbubi

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓			
2.	Menjawab				
3.	Mengerjakan Tugas	✓			

## 12. Kolbiyatul Fitriyah Hasanah

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓	✓	✓	
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 17. Mauhammad Raka Arsylmajid

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas			✓	

## 13. Mochammad Aliffian Andriansyah

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas			✓	

## 18. Muhammad Ryan Mahmud Syam

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 19. Muhammad Rizky Ardiansyah

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya				
2.	Menjawab				
3.	Mengerjakan Tugas			✓	

## 24. Naufal Putra Azizi Rahman

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		
2.	Menjawab				
3.	Mengerjakan Tugas			✓	

## 20. Muhammad Rizqi Ananda

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		
2.	Menjawab				
3.	Mengerjakan Tugas				

## 25. Naura Nabila Khairunnisa

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 21. Mutiara Anissa Fiddinil Islam

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓	✓	✓	
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 26. Noka Maharani

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 22. Nabila Adinda Feriza

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓	✓	✓	
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓			

## 27. Novi Dwi Safitri

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	
2.	Menjawab		✓		
3.	Mengerjakan Tugas	✓		✓	

## 23. Nanda Putra Wahyudi

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓		
2.	Menjawab				
3.	Mengerjakan Tugas	✓		✓	

## 28. Revanda Dhea Amelita

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 29. Rizky Galih Rahmadhan

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓		✓	
2.	Menjawab				✓
3.	Mengerjakan Tugas	✓		✓	

## 30. Sabrina Amalia

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya	✓		✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 33. Theshara Devanda Cinta Aurelie

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 31. Safira Ayani Putri

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 34. Veni Yuanita

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya		✓	✓	✓
2.	Menjawab		✓		✓
3.	Mengerjakan Tugas	✓		✓	

## 32. Satria Suhardiansyah

No.	Aspek Yang Diobservasi	Pertemuan Ke-			
		1	2	3	4
1.	Bertanya			✓	✓
2.	Menjawab				✓
3.	Mengerjakan Tugas			✓	



## Appendix 19. Field notes

## CATATAN LAPANGAN OBSERVASI

Sekolah : SMP Negeri 7 Malang  
Kelas : 8-G  
Peneliti : Yudoro  
Guru Pengampu : Heri Susanti, S.Pd  
Hari/ Tanggal : Selasa, 24 Oktober 2017  
Jam Ke/ Waktu : I/07.00-08.30

## a) Kegiatan Awal

Pelajaran dimulai pada pukul 07.00, diawali dengan menertibkan kelas, berdoa dan dilanjutkan dengan mengecek kehadiran siswa. Pertama-tama guru menanyakan sedikit tentang pelajaran apakah yang telah dipelajari dan dibahas sebelumnya kepada siswa, kemudian guru bersama siswa melanjutkan untuk mempelajari materi selanjutnya pada pertemuan pertama yaitu tentang ***Instruction and Prohibition***. Kemudian guru menanyakan tentang berapa jumlah siswa yang tidak masuk pada hari itu, kemudian guru meminta siswa untuk membantu menghidupkan LCD proyektor di kelas. Selanjutnya guru mengajak siswa untuk berdialog tentang perintah (instruksi) dan larangan dalam kehidupan sehari-hari beserta contoh yang ada yaitu tentang perihal bagaimana menyampaikan perintah (instruksi) dan larangan, yang biasa terjadi di lingkungan sekolah. Kemudian guru menyebutkan bahwa pada hari itu akan masuk pada sesi dengan materi berjudul "Would You Like To Come?" (Chapter III, hal. 34, buku "*When English Rings A Bell*"). Setelah itu guru menyampaikan awal materi yang akan disiapkan sesuai dengan tema pada hari itu.

## b) Kegiatan Inti

Pada sesi pertama, guru memutar film yang berjudul "Mr. Bean: The Exam", dengan menggunakan slide proyektor (sebagai media yang digunakan sebagai alat untuk menyerap maksud pembelajaran pada hari itu), dan siswa diminta untuk menyaksikan secara seksama isi cerita dan maksud yang tersirat dalam tayangan tersebut. Setelah itu siswa diajak untuk membahas film tersebut sesuai dengan topik pembelajaran (*what does this teacher do before...*), dengan menyampaikan pertanyaan dan memberikan kesempatan untuk siswa dalam menyampaikan suatu jawaban secara umum sederhana. Kemudian dalam proses kegiatan belajar mengajar pada hari itu, guru selanjutnya membahas secara jelas kepada siswa terkait dengan materi yang sedang diajarkan pada hari itu (*Topic today is...*), disertai

contoh kalimat yang tertera pada layar (powerpoint) di depan kelas dengan tujuan siswa dapat memahami dan mampu mengerti akan materi yang disampaikan. Pada sesi kedua guru juga ingin mengajak siswa untuk aktif dan antusias dalam mempelajarinya. Selama saya melakukan banyak pengamatan yang disertai dengan merekam kejadian dengan menggunakan video recorder (telepon selular) yang ada selama kegiatan tersebut berlangsung di kelas, saya melihat bahwa selama guru menyampaikan serangkaian pertanyaan, ada beberapa siswa yang terlihat aktif dan mampu untuk menjawabnya, tetapi juga ada dari siswa yang dimana kurang aktif dan kurang ada rasa antusias dalam diri mereka ketika mempelajari bahasa Inggris di kelas. Pada awal pembelajaran nampak semuanya fokus untuk mengikuti mata pelajaran tersebut, pada saat film diputar. Selanjutnya siswa tetap mengikuti materi yang sedang dibahas, sebagian kecil kurang ada rasa antusiasme dalam diri siswa, yang saya maksud adalah dari tidak begitu banyak siswa yang serius aktif untuk mengikuti dan menjawab serangkaian pertanyaan yang diberikan oleh guru, bahkan ada pula beberapa siswa yang tidak mampu untuk menjawab dan memahami suatu kalimat dalam bentuk bahasa Inggris hingga guru membantu siswa tersebut untuk bisa menyelesaikannya. Dalam pertanyaan adalah berisi tentang perintah yang diberikan kepada siswa, larangan yang disampaikan kepada siswa.

Pada sesi selanjutnya, guru mengajak kepada semua siswa untuk membaca kalimat-kalimat percakapan (*The Keywords Of "How To give and respond to ..."*) tersebut bersama teman sebangku, dan setelah itu guru kembali menyampaikan informasi mengenai adanya pemberian nilai bagi siswa yang mau membacanya. Kemudian guru bertanya kepada siswa yaitu tentang dimanakah letak kalimat perintah dan dimanakah letak kalimat yang mengandung larangan (pada kata "*Teddy, please close the door now*", "*Don't try to turn the table, okay?*", dst). Kemudian guru memberitahukan bahwa sebagian kalimat dalam percakapan yang pertama tersebut adalah mengandung perintah (*instruction*) dan sebagian kalimat dalam percakapan yang pertama tersebut adalah mengandung larangan (*prohibition*). Kemudian guru mengajak siswa untuk mengamati sebuah gambar tentang beberapa siswa SD yang sedang membersihkan kelas (...*Make the Conversation Correctly...*), kemudian beberapa siswa mencoba menjawab tentang kalimat perintah yang tepat sesuai dengan gambar tersebut. Kemudian guru memberi tanggapan positif supaya siswa tetap mengikuti pembelajaran selanjutnya. Setelah itu guru memberikan kesempatan kepada siswa untuk bertanya, tetapi tidak ada satupun siswa yang ingin menyampaikan pertanyaan pada sesi ini. Selanjutnya guru memberikan tugas kepada siswa untuk mengerjakan soal latihan secara berkelompok (teman sebangku) yaitu mengidentifikasi ungkapan memberikan instruksi dan responnya melalui percakapan yang tersedia pada buku "*When English Rings a Bell*" (hal 48-49, *Exercise 1 Work In Pair*) dan siswa diminta untuk menempatkan kalimat yang tepat untuk kolom instruksi atau larangan yang tersedia pada buku tersebut. Selama kegiatan ini berlangsung, adalah diadakan dengan memberikan durasi waktu yaitu 20-25 menit, dan guru memperhatikan keadaan dan suasana di kelas pada saat siswa secara berpasangan mencari kalimat yang tepat pada percakapan yaitu apakah instruksi atau larangan. Guru juga berjalan mengelilingi dan mengawasi siswanya dalam mengerjakan tugas, dan selama hal itu dilakukan, ternyata banyak siswa yang antusias untuk bertanya seputar soal latihan dan meminta tanggapan dari guru yaitu apakah sudah benar atau masih terdapat kesalahan. Dari kegiatan ini guru merasa mendapatkan suatu gambaran bahwa siswa

sebenarnya bisa cukup aktif apabila diberikan sarana yang mudah untuk memahaminya. Setelah itu tugas tersebut dikumpulkan di meja guru untuk segera diberi nilai pada buku tugas siswa, dan mengingat waktu yang tidak mencukupi untuk membahas bersama pada saat itu, dan hampir keseluruhan dari mereka dapat mengerjakannya secara tepat dan mendapatkan nilai rata-rata A atau B.

c) Kegiatan Penutup

Kegiatan terakhir yaitu diakhiri dengan refleksi tentang apa sajakah yang telah dibahas pada hari ini mengenai materi "Would You Like To Come" tersebut tentang *instruction* dan *prohibition*. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini dan juga memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa. Kemudian guru menyampaikan rencana pertemuan berikutnya dan meminta siswa untuk mempelajari materi tersebut. Kemudian guru mengakhiri sesi tersebut dan menutup pertemuan belajar bahasa Inggris di kelas.



## CATATAN LAPANGAN OBSERVASI

Sekolah : SMP Negeri 7 Malang  
Kelas : 8-G  
Peneliti / Guru Praktek : Yudoro  
Guru Pengampu : Heri Susanti, S.Pd  
Hari/ Tanggal : Jumat, 24 Oktober 2016  
Jam Ke/ Waktu : III/11.00-12.30  
Pertemuan : 2

## a) Kegiatan Awal

Pelajaran dimulai pada pukul 11.00, diawali dengan menertibkan kelas dan menyiapkan LCD serta laptop beserta file materi yang akan disajikan. Kemudian diawali dengan menyampaikan salam dan pembukaan materi pada hari tersebut dan sekaligus guru (guru praktek/ peneliti) menanyakan tentang pelajaran apa yang telah dipelajari dan dibahas sebelumnya kepada siswa, kemudian guru bersama siswa menjawab pertanyaan tersebut yaitu mempelajari tentang *instruction* (perintah) dan *prohibition* (larangan). Kemudian guru menanyakan tentang berapa jumlah siswa yang tidak masuk pada hari itu, sambil meminta siswa untuk membantu menghidupkan LCD proyektor di kelas. Selanjutnya guru mengajak siswa untuk berdiskusi tentang **ajakan** (*invitation*) dan **izin** (*Permission*) yang biasa terjadi dalam kehidupan sehari-hari beserta contoh yang ada yaitu tentang perihal bagaimana menyampaikan ajakan (*invitation*) dan izin (*Permission*), beserta respon yang tepat yang biasa digunakan dan diingat. Kemudian guru menyebutkan bahwa pada hari itu akan masuk pada sesi berikutnya dengan materi yang masih sama yaitu berjudul "Would You Like To Come?" (Chapter III, hal. 34, buku "*When English Rings A Bell*"), setelah itu guru menyampaikan awal materi yang akan disiapkan sesuai dengan tema pada hari itu.

## b) Kegiatan Inti

Pada sesi pertama, guru memutar film yang berjudul "*Mr. Bean: Hairdresser!*" dengan menggunakan slide proyektor (sebagai media yang digunakan sebagai alat untuk menyerap maksud pembelajaran pada hari itu), dan siswa diminta untuk menyaksikan secara seksama isi cerita dan maksud yang tersirat dalam tayangan tersebut. Setelah itu siswa diajak untuk membahas film tersebut sesuai dengan topik pembelajaran (*what does this woman do in the first time?*), dengan menyampaikan pertanyaan dan memberikan kesempatan untuk siswa dalam menyampaikan suatu jawaban secara umum sederhana. Kemudian dalam proses kegiatan belajar mengajar pada hari itu, guru selanjutnya

membahas secara jelas kepada siswa terkait dengan materi yang sedang diajarkan pada hari itu (*I will learn: To ask for a permission...*), disertai contoh kalimat yang tertera pada layar (powerpoint) di depan kelas dengan tujuan siswa dapat memahami dan mampu mengerti akan materi yang disampaikan. Pada sesi kedua guru juga ingin mengajak siswa untuk aktif dan antusias dalam mempelajarinya. Selama saya melakukan banyak pengamatan yang disertai dengan merekam kejadian dengan menggunakan video recorder (telepon selular) yang ada selama kegiatan tersebut berlangsung di kelas, saya melihat bahwa selama guru menyampaikan serangkaian pertanyaan, ada beberapa siswa yang terlihat aktif dan mampu untuk menjawabnya, tetapi juga ada dari siswa yang dimana masih kurang aktif dan kurang ada rasa antusias dalam diri mereka ketika mempelajari bahasa Inggris di kelas, tetapi lebih baik dari kemarin. Pada awal pembelajaran nampak semuanya fokus untuk mengikuti mata pelajaran tersebut, pada saat film diputar. Selanjutnya siswa tetap mengikuti materi yang sedang dibahas, sebagian kecil masih ada rasa kurangnya antusiasme dalam diri siswa, yang saya maksud adalah dari tidak begitu banyak siswa yang serius aktif untuk mengikuti dan menjawab serangkaian pertanyaan yang diberikan oleh guru, tetapi pada pertemuan ini siswa mungkin dapat memahami suatu kalimat dalam bentuk bahasa Inggris meskipun guru membantu siswa tersebut untuk bisa menyelesaikannya. Dalam pertanyaan adalah berisi tentang perintah yang diberikan kepada siswa, larangan yang disampaikan kepada siswa.

Pada sesi selanjutnya, guru mengajak kepada semua siswa untuk membaca kalimat-kalimat tersebut bersama teman sebangku, dan setelah itu guru kembali menyampaikan informasi mengenai adanya pemberian nilai bagi siswa yang mau membacanya. Kemudian guru bertanya kepada siswa yaitu tentang dimanakah letak kalimat ajakan dan dimanakah letak kalimat yang mengandung ungkapan izin, pada kata "*Teddy, will you join to the party?*", "*Can I borrow your pen?*", dst. Kemudian guru memberitahukan bahwa sebagian kalimat dalam percakapan yang pertama tersebut adalah mengandung ajakan (*invitation*) dan sebagian kalimat dalam percakapan yang pertama tersebut adalah mengandung perizinan (*permission*). Selanjutnya guru memberikan tugas kepada siswa untuk mengerjakan soal latihan secara berkelompok (teman sebangku) yaitu mengisi kalimat yang tepat mengenai ungkapan menyampaikan ajakan & izin disertai dengan responnya melalui percakapan yang tersedia pada "*Exercise 2*" (*if you dare to raise up your hand...*). Selama kegiatan ini berlangsung, adalah diadakan dengan memberikan durasi waktu yaitu 20-25 menit, dan guru memperhatikan keadaan dan suasana di kelas pada saat siswa secara berpasangan mencari kalimat yang tepat pada percakapan yaitu baik berupa ungkapan ajakan maupun meminta izin. Guru juga berjalan mengelilingi dan mengawasi siswanya dalam mengerjakan tugas, dan selama hal itu dilakukan, juga masih banyak siswa yang antusias untuk bertanya seputar soal latihan dan meminta tanggapan dari guru yaitu apakah sudah benar atau masih terdapat kesalahan. Dari kegiatan ini guru merasa mendapatkan suatu gambaran bahwa siswa sebenarnya tetap cukup aktif apabila diberikan sarana yang mudah untuk memahaminya. Tetapi ada hal mendasar yang dimana terdapat suatu masalah yang perlu diceritakan yaitu keadaan yang panas di kelas dan di waktu menjelang siang hari menyebabkan siswa-siswi lambat dalam mengerjakannya, karena factor lelah yang menjadikannya agak malas, namun hal ini tidak menjadikan siswa-siswi berhenti, dan tetap selalu mengerjakannya

hingga tuntas. Selanjutnya guru ingin melanjutkan kegiatan latihan soal pada waktu selanjutnya, tetapi hal ini belum bisa terealisasi karena waktu yang tidak mencukupi, sehingga tidak jadi dilaksanakan.

c) Kegiatan Penutup

Kegiatan terakhir yaitu diakhiri dengan refleksi tentang apa sajakah yang telah dibahas pada hari ini mengenai materi “Would You Like To Come” tersebut tentang *invitation* dan *permission*. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini dan juga memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa. Kemudian guru menyampaikan rencana pertemuan berikutnya dan meminta siswa untuk mempelajari materi tersebut. Kemudian guru mengakhiri sesi tersebut dan menutup pertemuan belajar bahasa Inggris di kelas.





## CATATAN LAPANGAN OBSERVASI

Sekolah : SMP Negeri 7 Malang  
Kelas : 8-G  
Peneliti : Yudoro  
Guru Pengampu : Heri Susanti, S.Pd  
Hari/ Tanggal : Selasa, 24 Oktober 2017  
Jam Ke/ Waktu : I/07.00-08.30

## a) Kegiatan Awal

Pelajaran dimulai pada pukul 07.00, diawali dengan menertibkan kelas, berdoa dan dilanjutkan dengan mengecek kehadiran siswa. Pertama-tama guru menanyakan sedikit tentang pelajaran apakah yang telah dipelajari dan dibahas sebelumnya kepada siswa, kemudian guru bersama siswa melanjutkan untuk mempelajari materi selanjutnya pada pertemuan pertama yaitu tentang **Invitation and Permission**. Kemudian guru menanyakan tentang berapa jumlah siswa yang tidak masuk pada hari itu, kemudian guru meminta siswa untuk membantu menghidupkan LCD proyektor di kelas. Selanjutnya guru mengajak siswa untuk berdialog tentang **Undangan Pribadi (Personal Invitation)** dalam kehidupan sehari-hari beserta contoh yang ada yaitu tentang perihal bagaimanakah kalimat yang biasanya ada dalam menyampaikan suatu undangan acara, yang biasa terjadi di lingkungan umum. Kemudian guru menyebutkan bahwa pada hari itu akan masuk pada sesi dengan materi berjudul "You Are Invited" (Chapter III, hal. 51, buku *"When English Rings A Bell"*). Setelah itu guru menyampaikan awal materi yang akan disiapkan sesuai dengan tema pada hari itu.

## b) Kegiatan Inti

Pada sesi pertama, guru memutar film yang berjudul "Mr. Bean: At The Cinema", dengan menggunakan slide proyektor (sebagai media yang digunakan sebagai alat untuk menyerap maksud pembelajaran pada hari itu), dan siswa diminta untuk menyaksikan secara seksama isi cerita dan maksud yang tersirat dalam tayangan tersebut. Setelah itu siswa diajak untuk membahas tentang pernahkah diundang untuk melihat film di bioskop, dengan menyampaikan pertanyaan dan memberikan kesempatan untuk siswa dalam menyampaikan suatu jawaban secara umum sederhana. Kemudian dalam proses kegiatan belajar mengajar pada hari itu, guru selanjutnya membahas secara jelas kepada siswa terkait dengan materi yang sedang diajarkan pada hari itu (*Example 1: This is Lina's Birthday...*), disertai contoh kalimat yang tertera pada layar (powerpoint) di depan kelas dengan tujuan siswa dapat memahami dan mampu mengerti akan materi yang disampaikan. Pada sesi kedua guru

juga ingin mengajak siswa untuk aktif dan antusias dalam mempelajarinya. Selama saya melakukan banyak pengamatan yang disertai dengan merekam kejadian dengan menggunakan video recorder (telepon selular) yang ada selama kegiatan tersebut berlangsung di kelas, saya melihat bahwa selama guru menyampaikan serangkaian pertanyaan, ada beberapa siswa yang terlihat aktif dan mampu untuk menjawabnya, tetapi juga ada dari siswa yang dimana tetap kurang aktif dan kurang ada rasa antusias dalam diri mereka ketika mempelajari bahasa Inggris di kelas. Pada awal pembelajaran nampak semuanya fokus untuk mengikuti mata pelajaran tersebut, pada saat film diputar. Selanjutnya siswa tetap mengikuti materi yang sedang dibahas, sebagian kecil kurang ada rasa antusiasme dalam diri siswa, yang saya maksud adalah dari tidak begitu banyak siswa yang serius aktif untuk mengikuti dan menjawab serangkaian pertanyaan yang diberikan oleh guru, bagi beberapa siswa yang tidak mampu untuk menjawab dan memahami suatu kalimat dalam bentuk bahasa Inggris, guru tetap membantu siswa tersebut untuk bisa menyelesaikannya.

Pada sesi selanjutnya, guru mengajak kepada semua siswa untuk mengamati kalimat-kalimat yang terdapat pada beberapa jenis surat undangan (*Example 2: Save The Date*, dll) tersebut bersama teman sebangku, dan setelah itu guru kembali menyampaikan informasi mengenai adanya pemberian nilai bagi siswa yang mau membacanya. Kemudian guru selalu memberi tanggapan positif supaya siswa tetap mengikuti pembelajaran selanjutnya. Setelah itu guru memberikan kesempatan kepada siswa untuk bertanya, tetapi juga tidak ada satupun siswa yang ingin menyampaikan pertanyaan pada sesi ini. Selanjutnya guru memberikan tugas kepada siswa untuk mengerjakan soal latihan secara berkelompok (teman sebangku) yaitu membuat surat undangan melalui perintah yang tersedia pada layar power point (*"Your Task Now Is mAKE An Invitation..."*) dan siswa diminta untuk membuat kalimat yang tepat untuk instruksi atau pada jenis pilihan (*A Movie Premiere* atau *Free*). Selama kegiatan ini berlangsung, adalah diadakan dengan memberikan durasi waktu yaitu 20-25 menit, dan guru memperhatikan keadaan dan suasana di kelas pada saat siswa secara berpasangan mencari kalimat yang tepat. Guru juga berjalan mengelilingi dan mengawasi siswanya dalam mengerjakan tugas, dan selama hal itu dilakukan, ternyata banyak siswa yang antusias untuk bertanya seputar soal latihan dan meminta tanggapan dari guru yaitu apakah sudah benar atau masih terdapat kesalahan. Dari kegiatan ini guru merasa mendapatkan suatu gambaran bahwa siswa sebenarnya bisa cukup aktif apabila diberikan sarana yang mudah untuk memahaminya. Setelah itu tugas tersebut dikumpulkan di meja guru untuk segera diberi nilai pada buku tugas siswa, dan mengingat waktu yang tidak mencukupi untuk membahas bersama pada saat itu, dan hampir keseluruhan dari mereka dapat mengerjakannya secara tepat dan mendapatkan nilai rata-rata A atau B.

#### c) Kegiatan Penutup

Kegiatan terakhir yaitu diakhiri dengan refleksi tentang apa sajakah yang telah dibahas pada hari ini mengenai materi *"You Are Invited!"* tersebut tentang membuat surat undangan pribadi (*Personal*

*Invitation*). Guru bersama siswa menyimpulkan hasil pembelajaran hari ini dan juga memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa. Kemudian guru menyampaikan rencana pertemuan berikutnya dan meminta siswa untuk mempelajari materi tersebut. Kemudian guru mengakhiri sesi tersebut dan menutup pertemuan belajar bahasa Inggris di kelas.



## CATATAN LAPANGAN OBSERVASI

Sekolah : SMP Negeri 7 Malang  
Kelas : 8-G  
Peneliti / Guru Praktek : Yudoro  
Guru Pengampu : Heri Susanti, S.Pd  
Hari/ Tanggal : Jumat, 24 Oktober 2016  
Jam Ke/ Waktu : III/11.00-12.30  
Pertemuan : 4

## a) Kegiatan Awal

Pelajaran dimulai pada pukul 11.00, diawali dengan menertibkan kelas dan menyiapkan LCD serta laptop beserta file materi yang akan disajikan. Kemudian diawali dengan menyampaikan salam dan pembukaan materi pada hari tersebut dan sekaligus guru (guru praktek/ peneliti) menanyakan tentang pelajaran apa yang telah dipelajari dan dibahas sebelumnya kepada siswa, kemudian guru bersama siswa menjawab pertanyaan tersebut yaitu mempelajari tentang membuat surat undangan pribadi (*Personal Invitation*). Kemudian guru menanyakan tentang berapa jumlah siswa yang tidak masuk pada hari itu, sambil meminta siswa untuk membantu menghidupkan LCD proyektor di kelas. Selanjutnya guru mengajak siswa untuk berdiskusi tentang **ucapan selamat (*Greeting*)** yang biasa terjadi dalam kehidupan sehari-hari beserta contoh yang ada yaitu tentang perihal bagaimana menyampaikan ucapan selamat (*Greeting*), beserta respon yang tepat yang biasa digunakan dan diingat. Kemudian guru menyebutkan bahwa pada hari itu akan masuk pada sesi berikutnya dengan materi yang masih sama yaitu berjudul "You Are Invited" (Chapter III, hal. 51, buku "*When English Rings A Bell*"), setelah itu guru menyampaikan awal materi yang akan disiapkan sesuai dengan tema pada hari itu.

## b) Kegiatan Inti

Pada sesi pertama, guru memutar film yang berjudul "*Mr. Bean: NewYears Eve Party*" dengan menggunakan slide proyektor (sebagai media yang digunakan sebagai alat untuk menyerap maksud pembelajaran pada hari itu), dan siswa diminta untuk menyaksikan secara seksama isi cerita dan maksud yang tersirat dalam tayangan tersebut. Setelah itu siswa diajak untuk membahas film tersebut sesuai dengan topik pembelajaran, dengan menyampaikan pertanyaan dan memberikan kesempatan untuk siswa dalam menyampaikan suatu jawaban secara umum sederhana mengenai pernahkah membuat surat ucapan. Kemudian dalam proses kegiatan belajar mengajar pada hari itu, guru selanjutnya membahas secara jelas kepada siswa terkait dengan materi yang sedang diajarkan pada

hari itu (buku *"When English Rings A Bell"*, hal. 62-63), disertai contoh kalimat yang tertera pada layar (powerpoint) di depan kelas dengan tujuan siswa dapat memahami dan mampu mengerti akan materi yang disampaikan. Pada sesi ini guru juga ingin mengajak siswa untuk aktif dan antusias dalam mempelajarinya. Selama saya melakukan banyak pengamatan yang disertai dengan merekam kejadian dengan menggunakan video recorder (telepon selular) yang ada selama kegiatan tersebut berlangsung di kelas, saya melihat bahwa selama guru menyampaikan serangkaian penjelasan, ada beberapa siswa yang terlihat aktif dan mampu untuk memahaminya, tetapi juga ada dari siswa yang dimana kurang ada rasa antusias dalam diri mereka ketika mempelajari bahasa Inggris di kelas, tetapi lebih baik dari kemarin. Pada awal pembelajaran nampak semuanya fokus untuk mengikuti mata pelajaran tersebut, pada saat film diputar. Selanjutnya siswa tetap mengikuti materi yang sedang dibahas, sebagian kecil masih ada rasa kurangnya antusiasme dalam diri siswa, yang saya maksud adalah dari tetap ada beberapa siswa yang kurang fokus untuk mengikuti dan menjawab serangkaian pertanyaan yang diberikan oleh guru, tetapi pada pertemuan ini siswa dapat memahami suatu kalimat dalam bentuk bahasa Inggris meskipun guru membantu siswa tersebut untuk bisa menyelesaikannya.

Pada sesi selanjutnya, guru mengajak kepada semua siswa untuk membaca kalimat-kalimat tersebut bersama teman sebangku, dan setelah itu guru kembali menyampaikan informasi mengenai adanya pemberian nilai bagi siswa yang mau membacanya. Selanjutnya guru memberikan tugas kepada siswa untuk mengerjakan soal latihan secara berkelompok (teman sebangku) yaitu membuat surat ucapan selamat yang tepat yang tersedia (*your task now is a make greeting card...*) dan siswa diminta untuk membuat kalimat yang tepat. Selama kegiatan ini berlangsung, adalah diadakan dengan memberikan durasi waktu yaitu 20-25 menit, dan guru memperhatikan keadaan dan suasana di kelas pada saat siswa secara berpasangan mencari kalimat yang tepat pada percakapan yaitu baik berupa ungkapan ajakan maupun meminta izin. Guru juga berjalan mengelilingi dan mengawasi siswanya dalam mengerjakan tugas, dan selama hal itu dilakukan, juga masih banyak siswa yang antusias untuk bertanya seputar soal latihan dan meminta tanggapan dari guru yaitu apakah sudah benar atau masih terdapat kesalahan. Dari kegiatan ini guru merasa mendapatkan suatu gambaran bahwa siswa tampak semakin aktif apabila diberikan sarana yang mudah untuk memahaminya. meskipun keadaan yang panas di kelas dan di waktu menjelang siang hari menyebabkan siswa-siswi lambat dalam mengerjakannya, karena factor lelah yang menjadikannya agak malas, namun hal ini tidak menjadikan siswa-siswi berhenti, dan tetap selalu mengerjakannya hingga tuntas. Selanjutnya guru ingin melanjutkan kegiatan berikutnya yaitu siswa diminta untuk mempresentasikan secara berkelompok dengan membacakannya di depan kelas dan akan diberi nilai. Pada pertemuan ini adalah saat dimana siswa terlihat paling aktif dan antusias, tidak hanya sekedar mengerjakannya, tetapi pada saat siswa ditawarkan dengan adanya penilaian, maka anak-anak begitu antusias untuk mengangkat tangan berebutan untuk membacanya.

c) Kegiatan Penutup

Kegiatan terakhir yaitu diakhiri dengan refleksi tentang apa sajakah yang telah dibahas pada hari ini mengenai materi “You Are Invited!” tersebut tentang *greeting cards*. Guru bersama siswa menyimpulkan hasil pembelajaran hari ini dan juga memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada siswa Kemudian guru menyampaikan rencana pertemuan berikutnya dan meminta siswa untuk mempelajari materi tersebut. Kemudian guru mengakhiri sesi tersebut dan menutup pertemuan belajar bahasa Inggris di kelas.





## Appendix 20. Interview with teacher (result)

### Interview

Nama Sekolah : SMP Negeri 7 Malang

Responden : Heri Susanti, S.Pd

Interviewer : Yudoro

Siklus : 1

Hari/Tanggal : 30 Oktober 2017

Jam : 14.30

Arsip : 2

1. I : Sebelum menjadi guru, pendidikan terakhir apakah yang bapak ibu ambil ?  
R : Saya seorang sarjana sastra Inggris
2. I : Sudah berapa lama Bapak/ Ibu mengajar pelajaran bahasa Inggris?  
R : Saya sudah mengajar selama 10 tahun
3. I : Metode belajar apa sajakah yang biasa digunakan oleh Bapak/ Ibu dalam mengajar di kelas H?  
R : Mengenai hal itu biasanya metode yang kita pakai adalah scientific approach, dari situ banyak sekali macamnya, dengan melihat masing-masing karakter siswa dan kita menggunakan teknik tersebut, tetapi tidak menutup kemungkinan dengan menggunakan teknik yang lain
4. I : Didalam mengajarkan mata pelajaran bahasa Inggris, apakah Bapak/ Ibu berpedoman pada kurikulum yang telah ditetapkan?  
R : Iya, dengan menggunakan kurikulum K-13
5. I : Bagaimana dengan materi pelajaran bahasa Inggris, seperti apakah bahan ajar yang diajarkan oleh Bapak/ Ibu kepada siswa di kelas H?  
R : Yang kita pakai pertama adalah dengan menggunakan buku elektronik siswa untuk kurikulum K-13, tetapi juga tidak menutup kemungkinan dengan juga menggunakan sumber buku yang lain atau dengan dari internet
6. I : Apakah Bapak/ Ibu pernah menggunakan media video untuk menjelaskan materi bahasa Inggris di kelas?  
R : Pernah, dalam menggunakan buku terkadang juga memerlukan video agar supaya siswa bisa antusias untuk belajar
7. I : Bagaimanakah respon siswa ketika Bapak/ Ibu menggunakan media video tersebut?  
R : Lebih antusias, dibandingkan yang kita sampaikan secara monoton
8. I : Bagaimanakah cara Bapak/ Ibu untuk membuat siswa aktif di kelas?  
R : Untuk membuat siswa aktif adalah, pertama, kita menggunakan video, yang

kedua, kemudian kita membuat suatu kelompok. Kemudian kita member tugas yang dikerjakan secara berkelompok sehingga mereka tidak ada waktu santai, sehingga dalam satu kelompok tersebut dapat bekerja semuanya. Itu biasanya kita memberikan topic agar mereka dapat bekerja semuanya.

9. I : Bagaimanakah cara Bapak/ Ibu untuk membuat siswa tertarik dengan materi yang diajarkan?
- R : Siswa supaya tertarik, pertama, biasanya kita dengan memberikan seperti itu (no. 8), atau dengan menggunakan powerpoint, yang dimana kita berikan juga materi yang sesuai dengan kurikulum dan juga perkembangan anak, sehingga mereka dapat mengikuti dengan baik dan antusias
10. I : Bagaimanakah cara Bapak/ Ibu untuk mengatasi siswa yang mengalami kesulitan disaat kegiatan belajar di kelas berlangsung?
- R : Sebetulnya untuk kesulitan tetap ada, namun kita tidak bisa mengaitkan (mengatasi) anak yang kesulitan secara langsung, tetapi mungkin kita bisa melakukan dengan memberikannya tugas, dengan membuat suatu kelompok yang pada awalnya bagi anak tersebut akan mengikutinya yang pada akhirnya anak tersebut dapat melakukan dan melaksanakan
11. I : Bagaimanakah cara Bapak/ Ibu meningkatkan motivasi siswa untuk belajar bahasa Inggris?
- R : Untuk meningkatkan motivasi siswa yaitu dengan menggunakan suatu permainan (game) yang sesuai dengan kemampuan dan topic yang kita ajarkan, dengan membuat suatu cerita, yang dimana disitu pada akhirnya mereka itu (siswa) secara tidak langsung mengikuti pelajaran (belajar) dan sekaligus mengikuti tentang apa yang mereka sukai

## Appendix 21. Research Documentation

Picture 1: The activity of teaching and learning in the classroom



Picture 2: The activity of learning by playing short film





Picture 3: Activity of doing the task in the classroom



Picture 4: Student activeness of learning in the classroom



## Appendix 22. The research admission letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS BRAWIJAYA  
**FAKULTAS ILMU BUDAYA**  
Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822  
E-mail : [fib\\_ub@ub.ac.id](mailto:fib_ub@ub.ac.id) - <http://www.fib.ub.ac.id>

Malang, 10 OCT 2016

Nomor : 2364/UN10.12/AK/2016  
Lampiran : 1 (satu) lembar  
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Dinas Pendidikan Kota Malang  
Jalan Veteran Nomor 19  
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Yudoro  
NIM : 125110507111022  
Semester : IX (Sembilan)  
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"AN EFFORT TO INCREASE THE INTEREST OF ENGLISH LEARNING USING SHORT FILM AS INSTRUCTIONAL MEDIA FOR THE 8TH GRADERS IN SMP NEGERI 7 MALANG"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Ir. Ratya Anindita, MS., Ph.D.  
NIP. 19610908 198601 1 001



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E-mail : [fib\\_ub@ub.ac.id](mailto:fib_ub@ub.ac.id) - <http://www.fib.ub.ac.id>

Malang, 10 OCT 2016

Nomor : 2364/UN10.12/AK/2016  
Lampiran : 1 (satu) lembar  
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Sekolah SMP Negeri 7 Malang  
Jalan Lembahyung, Kelurahan Bumiayu, Kecamatan Kedung Kandang  
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Yudoro  
NIM : 125110507111022  
Semester : IX (Sembilan)  
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"AN EFFORT TO INCREASE THE INTEREST OF ENGLISH LEARNING USING SHORT FILM AS INSTRUCTIONAL MEDIA FOR THE 8TH GRADERS IN SMP NEGERI 7 MALANG"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Ratya Anindita, MS., Ph.D.  
NIP. 19610908 198601 1 001







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E-mail : [fib\\_ub@ub.ac.id](mailto:fib_ub@ub.ac.id) - <http://www.fib.ub.ac.id>

### Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Yudoro  
NIM : 125110507111022  
Semester : IX (Sembilan)  
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"AN EFFORT TO INCREASE THE INTEREST OF ENGLISH LEARNING USING SHORT FILM AS INSTRUCTIONAL MEDIA FOR THE 8TH GRADERS IN SMP NEGERI 7 MALANG"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 04 Oktober 2016

Yang membuat pernyataan;



Yudoro  
125110507111022

Mengetahui:



Prof. Ir. Ratya Anindita, MS., Ph.D.  
NIP. 19610908 198601 1 001

Ketua Program Studi  
S1 Pendidikan Bahasa Inggris

Dr. Esti Junining, M.Pd.  
NIP. 19720604 200212 2 001

**Appendix 23. Berita Acara Bimbingan Skripsi**

1. Nama : Yudoro
2. NIM : 125110507111022
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Interest
5. Judul : An Effort To Increase Students Interest In Learning English Using Short Film As Instructional Media
6. Tanggal Mengajukan : 14 april 2016
7. Tanggal Selesai : 17 Juli 2018
8. Nama Pembimbing : Yulia Hapsari, S.Pd., M.Pd.
9. Keterangan konsultasi \*)

No.	Tanggal	Materi	Pembimbing	Paraf
1.	06 Juni 2016	Konsultasi Judul	Yulia Hapsari, S.Pd., M.Pd.	
2.	13 Februari 2017	Konsultasi Bab I	Yulia Hapsari, S.Pd., M.Pd.	
3.	24 Februari 2017	Revisi Bab I	Yulia Hapsari, S.Pd., M.Pd.	
4.	31 Februari 2017	Konsultasi Bab 2	Yulia Hapsari, S.Pd., M.Pd.	
5.	8 Maret 2017	Konsultasi & Revisi Bab 2	Yulia Hapsari, S.Pd., M.Pd.	
6.	14 Maret 2017	Konsultasi Bab 3	Yulia Hapsari, S.Pd., M.Pd.	
7.	21 Maret 2017	Revisi Bab 3	Yulia Hapsari, S.Pd., M.Pd.	
8.	3 April 2017	Konsultasi Bab 1,2,3	Yulia Hapsari, S.Pd., M.Pd.	
9.	16 April 2017	Revisi Bab 1,2,3	Yulia Hapsari, S.Pd., M.Pd.	
10.	10 Mei 2017	ACC Seminar Proposal	Yulia Hapsari, S.Pd., M.Pd.	
11.	17 Mei 2017	Seminar Proposal	Yulia Hapsari, S.Pd., M.Pd.	
12.	04 Januari 2017	Konsultasi Bab 4	Yulia Hapsari, S.Pd., M.Pd.	
13.	12 Februari 2017	Revisi Bab 4	Yulia Hapsari, S.Pd., M.Pd.	
14.	28 April 2018	Konsultasi Bab 5	Yulia Hapsari, S.Pd., M.Pd.	
15.	9 Mei 2018	Konsultasi Bab 4,5	Yulia Hapsari, S.Pd., M.Pd.	
16.	22 Mai 2018	ACC Seminar Hasil	Yulia Hapsari, S.Pd., M.Pd.	
17.	07 Juni 2018	Seminar Hasil	Yulia Hapsari, S.Pd., M.Pd.	

18.	23 Juni 2018	Konsultasi & Revisi abstrak Bab 1,2,3,4,5 dan lampiran	Yulia Hapsari, S.Pd., M.Pd.	
19.	02 Juli 2018	ACC Ujian Skripsi	Yulia Hapsari, S.Pd., M.Pd.	
20.	06 Juli 2018	Ujian Skripsi	Yulia Hapsari, S.Pd., M.Pd.	
21.	16 Juli 2018	Konsultasi & Revisi Bab 1,2,3,4,5	Yulia Hapsari, S.Pd., M.Pd.	
22.	18 Juli 2018	ACC Penjilidan skripsi	Yulia Hapsari, S.Pd., M.Pd.	

10. Telah dievaluasi dan diuji dengan nilai:



Malang, 17 Juli 2018

Pembimbing

Mengetahui  
Pembantu Dekan I  
Bidang Akademik

Hamamah, Ph. D  
NIK. 19730103 200501 2001

Yulia Hapsari, S. Pd., M. Pd  
NIK. 201201 800713 2001